

Psychology Internship Program



West Los Angeles VA Healthcare Center

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**APPIC MATCH Numbers: General Internship 113811
Geropsychology 113812**

Applications due: November 1, 2015

Accreditation Status

The predoctoral internship at the **West Los Angeles VA Healthcare Center** is accredited by the Commission on Accreditation of the American Psychological Association. Our next site visit will be during the academic year 2017.

Application Procedures

Applications for full-time internship positions in psychology will be accepted from students who are enrolled in doctoral programs in clinical or counseling psychology that are accredited by the Commission on Accreditation of the American Psychological Association. The training program is funded to support seven full-time internship positions, three of which are designated for trainees who will spend six months on rotations in Geropsychology. The 2016-2017 internship year will begin on August 8, 2016.

Applications must be submitted through the AAPI Online system and must include the following:

1. Cover letter. Please indicate if you are applying to the General Track or the Geropsychology Track. Applicants should apply to one track only. In addition, please list your top 6 rotations of interest in descending order of priority. You are not committed to these rotations should you match here for internship.
2. Three letters of recommendation from faculty members and practicum supervisors who are well acquainted with your work. Letters are to be uploaded through the AAPI Reference Portal.
3. Curriculum Vitae
4. Graduate transcripts

Please contact the Director of Training if you have any questions.

Anna Okonek, Ph.D., Director of Training

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Note: No person at the VA Greater Los Angeles Healthcare System will solicit, accept or use any ranking-related information from any intern applicant.

ELIGIBILITY

Minimum qualifications include U.S. citizenship, enrollment in an APA-accredited doctoral program in Clinical or Counseling Psychology or in an APA-approved respecialization training program in Clinical or Counseling Psychology, good standing in your program, and approval for internship status by your graduate program training director. Applicants should have acquired a minimum of 400 hours of supervised direct intervention and 100 hours of assessment experience at the time of application. Other VA-wide eligibility requirements include:

1. U.S. citizenship. VA is unable to consider applications from anyone who is not currently a U.S. citizen. Verification of citizenship is required following selection. All interns and fellows must complete a Certification of Citizenship in the United States prior to beginning VA training.
2. A male applicant born after 12/31/1959 must have registered for the draft by age 26 to be eligible for any US government employment, including selection as a paid VA trainee. Male applicants must sign a pre-appointment Certification Statement for Selective Service Registration before they can be processed into a training program. Exceptions can be granted only by the US Office of Personnel Management; exceptions are very rarely granted.
3. Interns and Fellows are subject to fingerprinting and background checks. Match result and selection decisions are contingent on passing these screens.
4. VA conducts drug screening exams on randomly selected personnel as well as new employees. Interns and Fellows are not required to be tested prior to beginning work, but once on staff they are subject to random selection for testing as are other employees.

SELECTION OF APPLICANTS

Selection of applicants is based on several factors. These factors include the quality of a student's education at the graduate and undergraduate levels, the quality and diversity of practicum experiences, evidence of scholarship based on productivity in research, teaching, or other professional activities, educational background and interests consistent with our scientist-practitioner model, the fit between the goals of the student and the training program, letters of recommendation, and personal qualities reflected in the application materials and in the interview. We prefer applicants who have had diverse clinical experiences with a variety of patient populations, including training in public sector settings. Because our internship places a heavy emphasis on assessment, practicum experience should include personality and cognitive assessment and experience writing integrated testing reports.

Our internship program values cultural and individual diversity and strongly encourages qualified candidates from all backgrounds to apply. In keeping with our commitment to diversity, we seek an internship class that represents a wide range of backgrounds, interests, talents, and life experiences. It is the policy of the VA Greater Los Angeles Healthcare System to provide equal opportunity in employment for all qualified applicants, and prohibits discrimination based on race, color, religion, gender, gender identity, national origin, age, disability, sexual orientation, or status as a parent.

We require that applicants have passed their comprehensive exams and have had their dissertation proposal approved by the start of internship. Because of the demands of the program, we prefer that applicants have completed or have made significant progress on their dissertation before starting the internship.

Applications are reviewed by the Director of Training and Training Committee members. Applicants who are selected for interview are invited to attend any one of four Open House/Interview sessions held on January 6, 8, 13, and 15, 2016. During the three-hour morning Open House sessions, applicants meet with training staff, are provided with general information about the program, speak informally with

supervisors from different rotations, and meet with the current intern class. Individual interviews are scheduled for the afternoon. In-person interviews are strongly preferred although they are not required. All applicants will be notified of their interview status by December 15, 2015.

Our procedures for intern recruitment and selection are governed by the Department of Veterans Affairs, the American Psychological Association (APA), and the Association of Psychology Postdoctoral and Internship Centers (APPIC). This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept or use any ranking-related information from any intern applicant.

Our internship is accredited by the Commission on Accreditation of the American Psychological Association. Inquiries regarding the accreditation status of our internship program may be directed to:

***Office of Program Consultation and Accreditation
American Psychological Association***

750 First Street, NE
Washington, DC 20002-4242
Telephone: 202-336-5979
Fax: 202-336-5978

<http://www.apa.org/ed/accreditation>

Email: apaaccred@apa.org

Psychology Setting

The VA Greater Los Angeles Healthcare System (GLA) is the largest and most complex integrated healthcare facility in the Department of Veterans Affairs. It consists of a tertiary care facility (West Los Angeles VA Healthcare Center), three ambulatory care centers, and 10 community-based outpatient clinics. GLA provides comprehensive ambulatory and tertiary care to Veterans in five counties in Southern California, with 964 beds, over 5,000 employees and an annual operating budget of over \$900 million.

In fiscal year 2014, GLA provided medical and mental health services to over 85,000 Veterans residing in the primary service area, including Los Angeles County, which has the largest concentration of Veterans of any county in the United States. It provides a full spectrum of primary and tertiary inpatient and ambulatory care services, including acute, sub-acute, rehabilitation, extended care, mental health services, telehealth, and home healthcare. GLA is one of 23 national Polytrauma Network Sites (PNS) that serves Operation Enduring Freedom, Operation Iraqi Freedom, and Operation New Dawn (OEF/OIF/OND) Veterans with complex medical and psychological injuries, including traumatic brain injury. GLA's Homeless Program has been designated as a Homeless Program Center of Excellence. To find out more about GLA, please go to <http://www.losangeles.va.gov/index.asp>.

The West Los Angeles VA Healthcare Center, which is the site for this internship program, is the hospital, research, and administrative center for GLA. It is situated on a 430-acre campus with 150 buildings. The south campus is primarily devoted to medical/surgical and inpatient psychiatric services located in the main medical center building. The north campus facilities include two long-term care buildings (Community Living Center) with 352 beds, a 296-bed Domiciliary, the Mental Health Clinic, substance abuse and PTSD programs, as well as research and administrative offices. The 496-bed California State Veterans Home, which was completed in 2010, is also located on the north campus.

The West Los Angeles VA Healthcare Center is affiliated with more than 45 colleges, universities, and vocational schools. GLA sponsors numerous medical residencies and associated health residencies, including dentistry, podiatry, optometry, pharmacy, dietetics, and clinical psychology. Primary university affiliates include the UCLA David Geffen School of Medicine and the USC School of Medicine.

At GLA there are more than 270 investigators conducting over 690 research projects in all areas of medical and mental health, with total expenditures of \$49 million in 2012. GLA has numerous VA and NIH funded Clinical Research Centers including: The VA Geriatric Research, Education and Clinical Center (GRECC); the VISN 22 Mental Illness Research, Education and Clinical Center (MIRECC); the Parkinson's Disease Research, Education and Clinical Center (PADRECC); the VA Health Services Research Center of Excellence for the Study of Provider Behavior; the Center for Ulcer Research and Education (CURE), a VA/UCLA Consortium for gastrointestinal research; and the VA/UCLA Center for the Neurobiology of Stress.

VA Greater Los Angeles is a designated Center of Innovation for the national Office of Patient Centered Care and Healthcare Transformation. Our Integrative Health and Healing Center offers a wide variety of clinical programs for Veterans and staff. Psychologists have a leading role in designing evidence-based integrative modalities of care, training interprofessional staff to provide these interventions, and in conducting both quality improvement and funded research into integrative care outcomes. Some of the modalities include mindfulness-based interventions, Tai Chi, yoga, and introductory courses for integrative self-management practices. GLA has a fully developed Mindfulness Based Stress Reduction program (MBSR) for staff and Veterans with ongoing retreat practice for our Veteran graduates. Currently, two Psychology Fellows are participating in formal training in integrative modalities in our Interprofessional Health program. As the program continues to develop, there may be possibilities for psychology interns to participate in some of the training.

The West Los Angeles VA Healthcare Center is located in one of the most culturally diverse cities in the nation and serves U.S. military Veterans who represent a mixture of ethnic, cultural, and individual diversity. Of the 68% of Veterans who identified their ethnicity when registering for care, approximately 64% identified as Caucasian, 27% as African American, 5% as Hispanic, 4% as Asian, and 1% as Native American. Our overall Veteran population is approximately 91% male. Over 43% of Veterans receiving care here are over the age of 65, with 12% under the age of 35 and 25% between the ages of 55-64 years. As of June 2014, 17,759 Iraq and Afghanistan Veterans have been enrolled at GLA. With regard to socioeconomic status, 57% of Veterans from all military eras report an annual income of less than \$20,000, with 17% reporting less than \$10,000 in income annually.

The Psychology internship program at the West Los Angeles Healthcare Center has been accredited by the American Psychological Association since 1979. Of the 48 clinical psychologists on staff at the West Los Angeles VA Healthcare Center, 31 provide clinical supervision in the internship training program. All psychologists on staff are licensed, are from APA-accredited doctoral programs in clinical or counseling psychology, and have completed an APA-accredited doctoral internship. Many hold clinical and academic appointments at local institutions, including the University of California, Los Angeles, the University of Southern California, and Fuller Graduate School of Psychology. Psychologists at the West Los Angeles VA occupy a variety of roles in both inpatient and outpatient medical and mental health settings, with several staff members involved in program leadership positions and the majority working in interprofessional settings with allied mental health care professionals. Supervisors represent a wide range of theoretical orientations, including cognitive-behavioral, behavioral, integrative, and psychodynamic.

In addition to the clinical internship, the Psychology training program provides training for 4-6 practicum students each year, most of whom are from local doctoral programs. In addition, we have six postdoctoral fellows in four clinical tracks: Geriatric Neuropsychology, Health Psychology-Integrated Care, Interprofessional Health, Polytrauma Psychology, and Trauma. Interns will have the opportunity to work closely with practicum students and fellows.

Training Model and Program Philosophy

The mission of the Psychology internship program at the West Los Angeles VA Healthcare Center is to ensure clinical competence in the practice of professional psychology in preparation for postdoctoral fellowship or entry-level practice.

We are a generalist program based on the scientist-practitioner model. As a generalist program, our primary goal is to develop an intern's general knowledge, skills, values, and attitudes through direct supervised patient care, supplemented by didactic seminars and participation in clinical research. Our goal is to provide each intern with a broad range of training experiences in assessment, intervention, and consultation with a wide range of patients in medical and mental health settings. We believe that breadth of training is essential in developing well-rounded psychologists who will advance the field through professional practice, education, research, and leadership roles.

The core concept of our internship is the understanding and application of scientific research to the practice of clinical psychology. The internship promotes development of critical thinking skills that are essential to evaluating the research literature, implementing treatments, assessing outcomes, and investigating questions that enhance our knowledge and effectiveness. Our program's emphasis on the application of current scientific knowledge to professional delivery of services is reflected in the content of internship training activities. These activities include training in evidence-based psychological treatments, a clinical research requirement, and didactics offered through the VA and outside resources. While we place a strong emphasis on practice informed by the science of psychology, our goal is for interns to develop the knowledge and skills that enable them to apply psychological theory, science, and technique to meet the diverse needs of the patient.

The internship is training-focused. While interns will spend the majority of their time in direct patient care activities, the intern's training goals are of primary importance and take precedence over workload demands. Interns are active participants in their own training. The transitional year from academic training to professional practice provides the opportunity for interns to develop their own interests and ideas within the structure provided by the program. We work with each intern to develop an individualized, balanced program both within and across rotations that supplements the trainee's prior clinical experiences, fits with the intern's interests and career goals, and meets the goals of training. Interns take an active role in selecting their rotations, planning didactics, and participating in program evaluation and development.

The program uses a developmental model of training. Training experiences are designed to provide more intensive supervision at the outset of the internship and at the beginning of each new rotation, with the goal of increasing the interns' independence as their knowledge and skills develop. By the completion of internship, our expectation is that interns will be well prepared to function at a sufficiently autonomous level required for an entry-level position or a postdoctoral fellowship.

The internship values the development of strong collaborative relationships with other professionals. As a program within a large, integrated health care system, training experiences are designed to promote interdisciplinary alliances. Interns have the opportunity to develop and expand their professional role, develop strong working relationships with other health care professionals, and contribute meaningfully to the overall medical and mental health of the patient.

Psychologists must be trained to meet the needs of an increasingly diverse population. Awareness and understanding of diversity and individual differences are crucial to professional development, practice and research, and we strive to integrate these into every aspect of our training program, including intern recruitment, supervised clinical experiences, didactics, and clinical research. Our model for practicing diversity includes awareness of one's own beliefs, assumptions, values, and socio-cultural identity, awareness of and sensitivity to others', and a working understanding of how these intersect in the therapeutic relationship and institutional environment.

The internship promotes the growth of professional development and identity through self-reflection, a collaborative approach to supervision, professional role modeling, and exposure to diverse clinical experiences, patients, and approaches. Through the course of the internship year, our goal is for interns to integrate the highest standards and values of the profession, including ethical practice, sound judgment, and effective and compassionate patient care.

Program Goals

Our program goals are based on our training model and program philosophy.

Our goals for training are that interns demonstrate basic competence in the following six areas:

1. Ethical Principles and Professional Conduct

Interns will demonstrate knowledge and application of professional ethics, laws and standards in their clinical, research and administrative activities. Interns will gain experience and proficiency through supervised clinical experience and formal educational training in professional and ethical standards.

2. Psychological Assessment

Interns will demonstrate knowledge and skills in psychological assessment in a wide variety of inpatient and outpatient medical and mental health settings. Interns will complete at least one rotation in which psychological testing is emphasized and participate in formal assessment training.

3. Psychological Intervention

Interns will demonstrate competency in providing individual and group interventions across a variety of settings. Training experiences emphasize evidence-based treatments. In addition to obtaining rotation-specific psychotherapy experience, interns will treat two patients in long-term psychotherapy and lead or co-lead at least two psychotherapy groups during the internship year.

4. Interprofessional Systems

Interns will demonstrate the ability to function effectively as a member of an interprofessional team. In addition to developing competency in team decision-making and consultation to other disciplines, interns will develop a working understanding of team process and group role. Interns will complete at least two rotations where they function as an integral member of an interprofessional treatment team.

5. Integration of Science and Practice

Interns will demonstrate proficiency in the ability to evaluate the clinical research literature, integrate the scientific literature into clinical practice, and demonstrate competency in clinical research. Interns will apply clinical research findings to treatment decisions and case discussions, complete a clinical research project during the internship year, present ongoing research at the Intern Seminar and attend seminars and workshops on evidence-based treatments and clinical research topics.

6. Individual and Cultural Diversity

Interns will understand and apply knowledge of individual and cultural diversity to psychological assessment, treatment, consultation, and clinical research. Competency is developed through supervised clinical experience and didactics, including the Diversity Seminar.

Interns are formally evaluated on these six areas of competence at the end of each rotation. In addition to these general competencies, each rotation has specific goals and requirements.

Program Structure

CLINICAL TRACKS

We currently have seven funded intern positions, four of which are in the General Track and three are in the Geropsychology Track.

The Geropsychology Programs at the West Los Angeles VA Healthcare Center are supported by three specially designated training stipends that are awarded each year by the Department of Veterans Affairs. These stipends are awarded with the intent of training well-rounded clinical psychologists who also have special interest and expertise in working with older adults. The overall philosophy of this program is to train psychology interns in a biopsychosocial approach to aging. While the primary emphasis of training is on the clinical aspects of aging, developmental and normative aspects are also covered. Interns completing the Geropsychology Track will be well prepared for competitive postdoctoral fellowships in geriatric psychology and/or clinical neuropsychology.

Interns in the Geropsychology Program are required to complete two of their four rotations in geriatrics: Geriatric Medicine and Geropsychology/Community Living Center. While all interns who are supported by geropsychology-designated training funds are required to complete two rotations in geriatrics, these rotations are also open to interns in the General Track.

CLINICAL ROTATIONS

Interns complete four three-month rotations that are selected on the basis of interest, prior clinical experiences and training goals. Rotations are selected to provide a breadth of clinical experience in inpatient and outpatient mental health and medical settings. By the end of the year, interns are expected to have gained experience in assessment, treatment and consultation in varied settings with a wide variety of patient populations.

Interns are asked to indicate their preferences for rotations prior to the start of the internship year. The Director of Training reviews and discusses these preferences with each intern to ensure a balanced program that supplements the student's prior clinical experiences, fits with the intern's interests and meets the goals of training. The Training Program attempts to honor rotation choices within constraints of the program, such as demand for certain rotations. Interns typically receive their top three and often their top four rotation choices.

Interns spend the majority of their time in direct patient care activities, including assessment, individual and group psychotherapy, consultation, supervision, case conferences, interprofessional treatment team conferences and clinical support activities (chart review, writing notes).

LONG-TERM PSYCHOTHERAPY

Interns are required to treat two patients in long-term psychotherapy. At the beginning of the year interns meet with the Director of Training, who selects a supervisor based on the student's interests, theoretical orientation and training needs. Interns are required to audiotape their long-term psychotherapy sessions.

SUPERVISION

Interns may have anywhere from one to four supervisors per rotation. They receive a minimum of four hours of supervision per week, at least two hours of which must include individual face-to-face supervision. Interns have the opportunity to observe supervisors during evaluations and assessment in many settings, especially at the outset of the rotation, and frequently serve as co-facilitators for group interventions.

DIDACTICS

The Internship Program offers two required weekly seminars, a biweekly seminar, and a monthly lecture series:

The General Intern Seminar meets every Wednesday afternoon and covers a wide range of topics on assessment, intervention, law and ethics, professional issues, diversity, and research relevant to the practice of psychology. The Director of Training schedules the seminar and welcomes ideas from interns on topics of interest. Interns are required to make one presentation at the Intern Seminar, which will focus on dissertation research or research conducted during the internship year.

The Assessment Seminar meets every Wednesday afternoon. The seminar is led by Drs. Castellon and Hinkin with assistance from staff members and outside speakers with specialized psychological and neuropsychological assessment experience. The seminar is designed to enhance foundational skills in personality and psychodiagnostic assessment and neuropsychological evaluation. Topics covered will include test history and background, appropriate test selection, administration, reliability and validity, and interpretation, conducting the assessment interview, multicultural considerations in assessment, and ethical issues. Topics in neuropsychological assessment will include neurological diseases and disorders, neuropsychological manifestations of psychiatric disorders, and classic neurobehavioral conditions for the clinical/counseling psychologist. Special topics of interests such as aging, treatment/rehabilitation, research, professional issues, and career development will also be covered. Cutting across all lectures will be a focus on how clinical research informs the assessment process. Clinical case material is used throughout the seminar to highlight and supplement coursework, and will include trainee case presentations.

The Diversity Seminar, led by Dr. Grace Rosales and Dr. Yong Song, meets twice a month with the purpose of increasing the interns' cultural competence by examining dimensions of the cultural self in relationship to cultural others. This understanding is used to inform clinical interpretations, treatment goals, and the therapeutic milieu with Veterans. Case discussions, didactic presentations, and experiential practice are used to achieve these objectives. Guest lecturers are invited to speak on such topics as the gay and lesbian community, the transgender community, physical disability, aging, the immigrant experience, military culture, ethnic-specific groups, cultural issues in psychological assessment, and other areas of interest as identified by the internship class.

The Evidence-Based Psychotherapy Lecture Series, led by Dr. Jenny Fog, meets monthly and features a variety of guest speakers discussing state-of-the-art evidence-based interventions. The series consists of lectures from invited outside speakers as well as VA and UCLA professional staff. This series provides training for VA and UCLA staff and mental health trainees (West LA interns, pre-interns, postdoctoral fellows, UCLA/VA psychiatry residents, and social work interns) in evidence-based psychotherapy. The first hour of the lecture series is devoted to the lecture topic and the last half hour involves group discussion.

The Geropsychology Journal Club, led by Drs. Sheryl Osato and Rebecca Melrose, is a monthly didactic for Geropsychology trainees, as well as for any trainee interested in learning more about the unique complexities of working with the geriatric population. Each month, supervisors and trainees will meet to discuss 1-2 research articles on a specified topic in Geropsychology. Topics covered will include psychotherapy with older adults, successful aging/promoting cognitive health, caregiver support, the 3 D's (depression, dementia, and delirium), mild cognitive impairment, professional development in Geropsychology, and the ABPP process, as well as various other topics based on training needs.

There are many other educational opportunities available during the internship year. These include weekly VA Psychiatry & Mental Health Grand Rounds, which interns are strongly encouraged to attend, GRECC-sponsored programs and conferences, continuing education programs sponsored by the Psychology Department, a weekly Pain Lecture Series, departmental and ward case conferences, GLA-sponsored events, UCLA Semel Institute for Neuroscience and Human Behavior Grand Rounds (<http://www.psychiatrygrandrounds.com/>) and many programs and lectures in the community. Interns

with an interest in clinical neuropsychology are encouraged to attend the weekly Cognitive Neurology Seminar. Attendance at optional educational activities is at the discretion of the Training Director and rotation supervisor(s).

RESEARCH

Our internship is based on the scientist-practitioner model and stresses the contribution of research to clinical practice. The West Los Angeles VA Healthcare Center is a major research facility and has excellent resources for basic and clinical research.

All interns are required to participate in a clinical research project or program evaluation during the year consistent with their research interests. This requirement is designed to provide interns with advanced training and experience in at least one major aspect of clinical research, such as design, conducting a study, statistical analysis, interpretation, and communication of results. Interns work with the Director of Training to find a research preceptor and develop their project. Generally, the research requirement is done as part of one of the clinical rotations. In most cases, interns work with one of their supervisors as a part of an ongoing clinical research project or program evaluation. Interns are asked to submit a research proposal at mid-year and a written summary of their work at the end of the year.

Interns are required to present a current research project in the Intern Seminar. This can be dissertation research, the internship project, or any other ongoing clinical research.

Interns are allotted a maximum of four hours of research time per week. This time will be used for completing the VA research project. In addition, research hours may also be used for any outside research, including completion of the dissertation, preparation of manuscripts or presentations, or work on other research projects.

EVALUATION

The Internship Program strongly promotes ongoing feedback between interns, supervisors, and the Training Committee. Supervisors and interns complete written competency-based evaluations at the end of each rotation with the expectation that feedback is an ongoing process throughout the rotation. These evaluations serve as a tool to encourage communication, identify strengths and weaknesses, and set goals for training. Interns are required to complete quarterly evaluations of their supervisors and of their rotations. Long-term psychotherapy supervisors perform written evaluations at mid-year and at the end of internship. Interns complete evaluations of their long-term supervisors on the same schedule. Research preceptors and interns perform written evaluations upon completion of the research project or research rotation.

Interns are required to complete a formal self-assessment at the outset of training and again at mid-year. This process is intended to promote self-reflective practice, identify areas that may require more focused training and develop goals for the training year.

Written feedback on the intern's performance is provided to his or her Director of Clinical Training at mid-year and at the completion of internship.

We value programmatic feedback from interns. Interns meet as a group with the Director of Training on a regular basis to discuss any problems, concerns, or suggestions for program development and improvement. In addition, intern representatives participate in monthly Training Committee meetings. Interns complete a formal program evaluation at the completion of the year.

Our goal is to provide a successful and rewarding internship experience for all of our trainees. We work closely with interns to tailor the internship to individual interests, needs for training, and career goals.

REQUIREMENTS FOR COMPLETION

In order to maintain good standing in the program, interns must:

1. Abide by the APA Ethical Principles and Code of Conduct and all VA policies, rules and regulations
2. Obtain an average rating of "Fully Successful" in each of the six core competency areas, with no serious ethical violations
3. Meet all administrative requirements

Criteria for Successful completion of internship:

1. Completion of 2080 hours of supervised professional experience, to be completed in one year of full-time training
2. Satisfactory performance in all six clinical competency areas. Interns are evaluated at the completion of each of the four rotations. During internship, interns are expected to achieve an average rating of '3' (Fully Satisfactory) in each competency area, with no serious ethical violations. It is expected that as interns gain in knowledge and skill during the internship year, they will be able to carry out more advanced tasks with greater independence. Successful completion of internship is determined by an average rating of '2' (Semi-autonomous) or higher in all clinical competency areas, with no areas requiring remediation and no serious ethical violations.
3. Didactic Training. Interns are required to attend weekly and monthly Intern Seminars and required Psychology Department workshops. In addition, interns must attend educational activities required on their rotations.
4. Research requirement. Interns must complete a research requirement and submit a written summary of their project to the Psychology Training Committee. Satisfactory performance is defined as an average rating of '3' (Fully Satisfactory) or higher in all research competency areas and no serious ethical violations.

Training Experiences

CLINICAL ROTATIONS

There are nine clinical rotations offered to Psychology interns.

1. Ambulatory Care Programs

There are three outpatient mental health programs that provide training experiences for interns: the Mental Health Clinic (MHC), the Posttraumatic Stress Disorder Outpatient Services Team (POST) program, and the Psychosocial Rehabilitation and Recovery Center (PRRC) Program. Interns on this rotation will gain experience in all three settings.

The Mental Health Clinic (MHC)

MHC is a large outpatient program averaging 25,000 patient visits per year. The MHC staff consists of two interprofessional treatment teams staffed by psychiatrists, nurses, social workers, and psychologists, providing interns with the opportunity to work within an interprofessional outpatient setting. Veterans enrolled in the Mental Health Clinic are treated for a wide variety of disorders. A large percentage of the MHC population presents with co-morbid substance use disorders, giving the intern the opportunity to gain experience in treating dually-diagnosed patients. Outpatient settings provide the intern with the opportunity for training in a variety of psychological models. Both longer-term and brief psychotherapy are utilized in the treatment of individuals, families, couples, and groups. In addition to the variety of intervention opportunities, assessment also plays a crucial role in the MHC portion of this rotation. Interns will receive training in one or more of the following types of assessment while at MHC: diagnostic assessment, brief cognitive evaluations, and personality testing.

The Posttraumatic Stress Disorder Outpatient Services Team (POST) Program

The POST program is a large outpatient program that provides mental health services to Veterans with a primary diagnosis of PTSD from military-related experiences, primarily involving combat. Averaging 17,000 patient visits a year, the POST program provides a rich variety of services by the interprofessional staff, which includes psychologists, psychiatrists, social workers, addiction therapists, and nurse practitioners. Although the primary focus of the program is the management and alleviation of posttraumatic symptoms, many of the veterans enrolled in the POST program present with co-morbid disorders, symptoms of which are also addressed in the POST program. The treatment milieu will provide the intern with the opportunity to gain experience observing, evaluating and treating diagnostically complex patients. Interns will have opportunities to receive didactic and experiential training in group interventions for PTSD. Additionally, systematic, targeted psychological assessment is offered as a critical component in this rotation. Interns will participate in one or more of the following types of assessment while at POST: diagnostic assessment, brief psychological/trauma evaluations, and personality testing.

The Psychosocial Rehabilitation and Recovery Center (PRRC) Program

The PRRC is an outpatient treatment program for Veterans with serious mental illness. It is designed as a therapeutic learning environment consisting of groups and activities to address practical needs, symptom management, and communication and life skills. Veterans typically attend various classes and activities several days a week and choose from a range of offerings. In this setting, interns co-facilitate a weekly social skills training group with the PRRC Director. Interns may choose additional elective opportunities based on interest and availability.

Weekly scheduled activities include:

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----|--|------------------------------|-------------------------|--|--|
| AM | MHC supervision and individual therapy cases | MHC intakes and team meeting | MHC or POST assessments | POST(Dr. Booker) •Supervision •Group Therapy •Golf Group | PRRC Social Skills group & supervision |
| PM | Seminars MHC individual therapy cases | MHC individual therapy cases | Intern seminars | POST (Dr. Boxer) •Emotion Mgmt. Skills (DBT Skills) •Assessments •Supervision | Research hours |

| GOALS | REQUIREMENTS |
|--|--|
| 1. Increase awareness and knowledge of ethical issues related to the practice of psychotherapy and assessment. | 1. Actively participate in discussion of ethical issues in clinical supervision and treatment team meetings. |
| 2. Elevate psychotherapy skills to a higher level of sophistication. | 1. Conduct supervised evidence-based interventions with individuals and groups at MHC. 2. Actively participate in clinical supervision to achieve a deeper understanding of cases. |
| 3. Increase knowledge and skill in implementation of evidence-based psychotherapeutic interventions for PTSD. | 1. Provide evidence-based treatments for PTSD. 2. Active participation in weekly, psychotherapeutic process group to develop foundational understanding of core, group-process techniques and their application to trauma survivors. 3. Actively participate in clinical supervision to achieve a deeper understanding of cases. |
| 4. Build knowledge and skill in implementation of evidence-based treatments for serious mental illness. | 1. Co-facilitate a social skills training group. 2. Optional participation in other experiences. |
| 5. Strengthen general assessment skills (MHC). | 1. Complete either two comprehensive assessments, or one comprehensive and two brief assessments. 2. Evaluate and treat at least one patient with a dual diagnosis. |
| 6. Strengthen diagnostic interviewing and psychological assessment skills specific to trauma exposure and PTSD (POST program). | 1. Complete a minimum of two PTSD intake evaluations. 2. Conduct a minimum of two formal psychological assessments. |
| 7. Develop skills in consultation. | Serve as psychological consultant when requested by other team members. |

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|---|---|
| 8. Integrate evidence-based research into clinical practice. | 1. Complete all assigned readings and integrate concepts in delivery of patient care. 2. Active engagement in supervision discussion related to assigned readings. |
| 9 .Increase awareness and knowledge of individual and cultural diversity and stigma as they apply to the outpatient mental health population. | 1. Proactively engage in supervision discussions. 2. Apply normative standards to test data appropriately and understand limitations. 3. Attend didactics. |

Ambulatory Care Supervisors

Donna Ames, M.D. (PRRC)

Kevin E. Booker, Ph.D. (POST)

Laurie Boxer, Ph.D. (POST)

Sara J. Jarvis, Ph.D. (MHC; Primary Supervisor)

Carol Willner, Ph.D. (MHC)

2. The Domiciliary Residential Rehabilitation and Treatment Program

The Domiciliary Residential Rehabilitation Treatment Program (DR RTP) is intended to break the pattern of hopelessness and powerlessness among Veterans with psychiatric disorders and complex psychosocial needs through a holistic therapeutic community program aimed at promoting positive life changes, maintaining sobriety, and improving skills for interdependent living. The focus of the DR RTP is a mind-body approach to wellness, promoting mental health wellness through psychoeducation, cognitive behavioral and coping skills interventions and physical wellness through the in-house gym, yoga, Pilates, golf, and meditation/relaxation groups. This 296-bed residential facility has an average patient length of stay of 4-6 months.

The Domiciliary offers various treatment programs for Veterans, and the interns have the opportunity to train on the following tracks:

1. Serious mental Illness (SMI) and homelessness
2. Substance Use Disorders
3. Women's Track

On this rotation, interns will have the opportunity to gain training in two different treatment programs by selecting primary and secondary treatment tracks. While the focus for treatment may be different in each of the programs, the overall goal of all three tracks is to decrease distress, maintain sobriety, and help Veterans create healthier living patterns. Interns will have the opportunity to work with the diverse patient population the Domiciliary has to offer, including men and women with substance use disorders, major mental disorders and personality disorders. Interns will work within an interprofessional treatment team comprised of medical staff, a psychiatrist, psychologists, social workers, addiction therapists, recreation therapists, vocational rehabilitation therapists, chaplains, social science technicians, and peer support, to develop an individualized treatment program. They will be required to attend community and treatment team meetings of their primary rotation.

In serving the Veterans in the Domiciliary, the Psychology intern is provided with a wide variety of training opportunities. These include diagnostic interviewing, psychological testing, neuropsychological assessment, and individual and group psychotherapy. There are opportunities to provide evidence-based treatments, including Cognitive Processing Therapy, Cognitive Behavioral Therapy, and Seeking Safety, as well as to conduct group therapy from both process and psychoeducational orientations.

Weekly scheduled activities include:

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----|---|---|---|--|---|
| AM | <ul style="list-style-type: none"> •Supervision primary track •Elective group | <ul style="list-style-type: none"> •Interprofessional treatment team meeting | <ul style="list-style-type: none"> •DBT skills group | <ul style="list-style-type: none"> •CBT group •Supervision secondary track | <ul style="list-style-type: none"> •Screening (every other week) •Assessments |
| PM | <ul style="list-style-type: none"> •Seminar •Seeking Safety Group | <ul style="list-style-type: none"> •Long-term individual therapy •Long-term supervision | Intern Seminars | Short-term individual therapy | Research hours |

| GOALS | REQUIREMENTS |
|--|--|
| 1. Demonstrate knowledge of interprofessional team functioning. | 1. Develop and coordinate treatment plans within interprofessional team meetings. 2. Consult effectively with psychiatry, medicine, social work, and chaplain service, as well as vocational, recreational, and substance abuse counselors. 3. Participate in staff meetings and demonstrate a working knowledge of staff group dynamics. *Interns will be required to attend meetings held for the primary track that has been selected. |
| 2. Enhance psychotherapy skills. | 1. Treat 1-2 patients in short-term psychotherapy. 2. Conduct group therapy (2 to 3 groups). 3. Learn crisis intervention techniques and implement them appropriately. |
| 3. Improve psychodiagnostic skills, including interviewing, behavioral observation, and psychological testing skills. | 1. Conduct 5-7 individual assessments, which include psychodiagnostic interviews, mental status exams, and MMPI administration and interpretation (MMPI may not be included in all assessments and sometimes may be administered alone). 2. Administer 1-2 comprehensive neuropsychological evaluations and provide written reports and oral feedback to the clinical staff and patient. |
| 4. Understand the social systems of the Veteran in the treatment setting and in the community and enhance experience within a culturally diverse treatment milieu. | 1. Relate the impact of cultural and sub-cultural factors in setting appropriate patient goals. 2. Help Veterans deal with issues of authority in transitioning to the community. |
| 5. Develop skills in coordinating care and treatment planning. | 1. Construct 2-3 treatment plans for newly admitted Veterans. 2. Function as a care coordinator for Veterans entering the program. |
| 6. Demonstrate integration of science and | 1. Gain experience and expertise in at least two |

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| practice. | evidence-based treatments. 2. Review and discuss the evidence base for these treatments. |
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Domiciliary Supervisors

Mona Lam, Ph.D. (Primary Supervisor)

Quoc (Thai) Le, Ph.D

Stella Panos, Ph.D.

Christina Robinson, Ph.D.

3. Forensic Psychology Program

Interns assigned to the Forensic Psychology Program will gain experience in forensic issues and procedures at two different sites: the West LA VA (Consultation-Liaison Services and Clinical Forensic Team) and a prison facility (California State Prison-CIM).

The Consultation-Liaison Service (WLA-VA), which consists of a team of psychiatrists and a psychologist, provides assessment of psychiatric issues in medically hospitalized patients for all inpatient medical units. Interns will gain experience in evaluating competency to consent to medical procedures and violence risk assessment.

The Clinical Forensic Team (WLA-VA), which consists of an interprofessional team (psychology, social work and psychiatry), provides mental health and placement services for justice-involved Veterans who require more intensive management for community transition. Interns will gain experience in providing individual therapy for Veterans recently released from long-term prison or state forensic hospital placement targeted toward risk management/psychiatric stabilization, resilience building and goal setting.

The California State Prison (CIM), which is located approximately 50 miles east of the West LA VA, consists of four different sub-sites with different custody levels. Interns will spend two full days (typically Thursdays and Fridays) providing mental health evaluations and individual and group treatments in the prison mental health outpatient and inpatient settings. Intern will receive thorough orientation regarding safety and security issues, as well as scheduling, tracking, and documentation of mental health services at the onset of the rotation. Immediately following orientation training, the intern will be assigned a minimum of 2 individual psychotherapy cases and one psychological assessment case. Once the intern demonstrates competency in case treatment planning and intervention, the caseload will be increased to a minimum of 4. Interns will participate in regularly scheduled Interprofessional Treatment Team (IDTT) meetings. Interns will also gain experience in group interventions and complete a minimum of three comprehensive Therapeutic Assessment © cases. Assessments will include cognitive and/or neuropsychological measures (e.g. WAIS-IV, CVLT-2, Trailmaking, WCST) and personality testing (e.g. PAI, MMPI-2, NEO-PI-3, Rorschach). At the completion of each assessment, the intern will schedule both a therapeutic feedback session with the inmate-patient and the primary clinician and/or IDTT.

Interns assigned to the Forensic Psychology Rotation gain experience in differential diagnosis and psychopharmacological stabilization. They develop skills in understanding and handling both acute and chronically disturbed patients. In addition, they acquire knowledge about forensic procedures such as civil involuntary commitment, Tarasoff assessment and warning, and the process of reporting abuse of children, elderly adults, and dependents.

| GOALS | REQUIREMENTS |
|--|--|
| 1. Demonstrate knowledge of the unique ethical and legal aspects of correctional/forensic mental health service delivery. | 1. Interns will gain competency through clinical supervision, focused readings, case conferences, and interprofessional treatment team meetings. 2. Attend C&L and forensic services didactics. |
| 2. Learn the principles of psychological and neuropsychological assessment with the correctional/forensic setting and apply these appropriately to practice. | 1. Complete a minimum of 3 comprehensive psychological assessments at CIM. 2. Provide feedback to Interprofessional Treatment Team members. |
| 3. Demonstrate knowledge of the clinical aspects of correctional/forensic mental health service delivery, including requirements for level of care service delivery, assessment and treatment planning, suicide prevention, and unique documentation requirements. | Provide and document time-limited individual and group psychotherapy to assigned inmate-patients. Interns will carry a caseload of a minimum of 4 individual clients and co-lead at least one group. |
| 4. Learn to assess mental state related to medical competency and violence risk in an inpatient medical setting. | Complete a minimum of 10 violence and/or medical competency risk assessments on the inpatient medical unit. |
| 5. Demonstrate the ability to function as a member of the interprofessional treatment team. | Intern will participate in Interprofessional Treatment Team meetings and Special Case conferences at CIM and West LA and provide feedback to team members. |
| 6. Understand and apply knowledge of individual and cultural diversity within the forensic setting as it applies to assessment and treatment. | Gain understanding of the forensic population through clinical supervision, case discussion, and focused readings. |
| 7. Apply the Forensic clinical research literature to assessment and intervention. | Increase knowledge through focused readings, supervision, and case discussions. |

Forensic Supervisors

Mark Hume, Ph.D., CIM

Shoba Sreenivasan, Ph.D., West LA VA (Primary Supervisor)

4. Geriatric Medicine Rotation (Acute Geriatric Team/Geriatric Research, Education and Clinical Center)

The Geriatric Medicine rotation provides training in neuropsychological and psychological assessment, brief psychotherapy and team consultation in both inpatient (Acute Geriatric Team) and outpatient (GRECC) medical geriatric settings. The program is linked with the UCLA Geriatric Medicine Fellowship, one of the top rated geriatric training sites in the country. Please see their website for additional information at <http://www.geronet.med.ucla.edu/education>.

The Acute Geriatric Team (AGT) oversees 8 inpatient beds for medically ill older adult (over 65 years of age) Veterans, located in the main hospital (Building 500). Interns are part of the interprofessional treatment team, which includes physicians, social workers, occupational therapists, physical therapists, dietitians, optometrists, pharmacists and nurses. The intern is responsible for reviewing the medical chart of all AGT patients to detect risk factors for cognitive, psychological, and functional decline. As needed, the intern assesses patients for medical decisional capacity, ability to live independently,

delirium, dementia and other cognitive concerns. The intern also assesses for mood disorders, provides short-term supportive therapy or psychoeducation, and is involved with family consultation and discharge planning. The intern participates in interprofessional team meetings and rounds 4 days/week. Because the AGT strives to discharge patients safely and efficiently, the pace is fast and there is a strong emphasis on interdisciplinary team communication and collaboration. The intern functions as the face of Psychology on the AGT.

GRECC (Geriatric Research, Education, and Clinical Centers) is an outpatient clinic with a census of approximately 400 patients. Interns attend weekly didactics with the interprofessional medical treatment team and perform outpatient neuropsychological testing. Interns are involved in testing, treatment planning, feedback with patients and their families and consultation. Typical diagnoses include cerebrovascular disease, Alzheimer's Disease, Mild Cognitive Impairment and depression. In addition, interns typically treat one outpatient in individual psychotherapy using either a brief cognitive behavioral or psychodynamic approach. Typical therapy cases involve bereavement, depression or adjustment disorders, and sessions are audiotaped for supervision.

The intern also co-facilitates one of two groups aimed at promoting cognition, one for healthy older adults (Brain Training), and one for Veterans with Mild Cognitive Impairment/mild dementia (Memory Group). The Brain Training group is a psychoeducational program for older adults aimed at enhancing healthy brain functioning as they age. Group sessions focus on teaching participants about factors that can impact cognition, including the normal aging processes, nutrition, exercise, stress and depression. It also teaches and assists participants in practicing mnemonic strategies and compensatory techniques to enhance their memory in daily life. The Memory Group follows a similar format, but is geared towards older adults who have been diagnosed with a Neurocognitive disorder.

The GRECC team is active in research, with ongoing studies in the areas of tele-medicine, diabetes management and interventions to assist caregivers. Dr. Melrose has a VA funded Merit Review project to examine neuroimaging correlates of amnesic Mild Cognitive Impairment and Alzheimer's Disease.

Weekly scheduled activities include:

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----|---|---|---|---|---|
| AM | <ul style="list-style-type: none"> •Supervision •AGT rounds | <ul style="list-style-type: none"> •GRECC didactics/team meetings •GRECC outpatient neuropsych. cases | <ul style="list-style-type: none"> •AGT clinical work •AGT rounds | <ul style="list-style-type: none"> •AGT clinical work •AGT rounds | <ul style="list-style-type: none"> •Supervision •AGT rounds |
| PM | <ul style="list-style-type: none"> •Seminars •AGT clinical work | <ul style="list-style-type: none"> •GRECC therapy •Report writing | Seminars | <ul style="list-style-type: none"> •AGT clinical work | <ul style="list-style-type: none"> •Group •Research hours |

| GOALS | REQUIREMENTS |
|---|---|
| 1. Develop specialized knowledge regarding the aging process, normal aging, and the psychological effects of aging and medical illness. | 1. Attend AGT rounds 2. Attend GRECC didactics 3. Individual supervision of cases 4. Attend Geropsychology Journal Club |
| 2. Develop skills in the assessment of older adults, including neuropsychological and psychodiagnostic evaluation. | 1. Administer and interpret at least four inpatient neuropsychological screening batteries 2. Administer and interpret three or more outpatient comprehensive neuropsychological batteries 3. Conduct inpatient capacity and psychodiagnostic assessments as needed |

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| 3. Develop intervention skills in short-term psychotherapy with older adults and group-based cognitive rehabilitation. | 1. Provide short-term audio-taped psychotherapy to at least one older adult 2. Provide brief therapy to inpatients 3. Co-lead the Brain Training or Memory group |
| 4. Develop skills as a psychological consultant on an interdisciplinary medical team. | 1. Serve as the primary mental health consultant on the AGT 2. Participate in interdisciplinary treatment team meetings for the GRECC outpatient clinic |
| 5. Increase awareness of the current research in the fields of Geriatric Neuropsychology and Gerontology. | 1. Attend the GRECC lecture series 2. Attend Geropsychology Journal Club 3. Focused readings in geriatric psychology |
| 6. Increase awareness of individual and cultural diversity issues. | 1. Case review during supervision 2. Attend presentations on cultural diversity throughout the year |

Geriatric Medicine Supervisor
Rebecca Melrose, Ph.D.

5. Geropsychology /Community Living Center (CLC) Rotation

This rotation combines training in two different clinical settings, which are described below. Interns will spend approximately 50% time in each location.

Geropsychology

The Geropsychology portion of this rotation emphasizes clinical training in aging and mental health, and it is supported through the GRECC training stipends. This rotation provides a full range of training experiences in psychiatric outpatient care for older adults. One of the primary training sites in this rotation is the Geropsychiatry Outpatient Clinic. This clinic provides longitudinal care for approximately 350 older Veterans. This interprofessional setting trains students from a variety of mental health and medical disciplines, including Geropsychology, Geriatric Psychiatry, Geriatric Medicine, Pharmacy and Social Work. Training occurs in a highly cohesive and collaborative atmosphere from subspecialty trained attending faculty. Both primary supervisors on this rotation have received postdoctoral training in geriatrics.

Interns have the opportunity to evaluate and treat Veterans who have a variety of mental health disorders, including depression, anxiety, bipolar disorder, schizophrenia, and dementia. Interns will learn about recently developed treatments for psychiatric illness and dementia, including pharmacotherapies, psychotherapies, and caregiver support. Evaluations are comprised of comprehensive psychiatric interviews, psychological assessment and neuropsychological assessment. Because many older Veterans have co-morbid medical and social disabilities, a broad biopsychosocial approach to care is used in these settings.

All of the attending (supervisory)-level geriatric psychiatry staff participate in clinical research and have academic appointments at UCLA. Current investigations include neuroimaging studies of Alzheimer's disease and vascular dementia, clinical trials of acetylcholinesterase inhibitors, and experimental treatments for Alzheimer's disease.

| GOALS | REQUIREMENTS |
|--|--|
| 1. Obtain a fundamental knowledge of aging and mental health, including how psychopathology and cognitive disorders present in older adults. 2. Obtain a fundamental knowledge of how cultural and individual diversity impact the aging process. | 1. Attend interprofessional team meetings. 2. Focused readings. 3. Discussion in supervision. 4. Attend Geropsychology Journal Club. 5. Attend Diversity Seminar |
| 3. Acquire skills in the assessment of older adults, including neuropsychological and psychodiagnostic evaluation. | 1. Administer and interpret one neuropsychological screening battery. 2. Administer and interpret two full neuropsychological batteries. 3. Perform a comprehensive psychiatric interview and mental status exam with eight outpatients. 4. Provide feedback to the patient and interprofessional team. |
| 4. Obtain skills in treating older adults using a variety of modalities and treatment options. | 1. Provide brief psychotherapy to one older adult. 2. Lead or co-lead one group for older adults. |
| 5. Learn about current research findings in the field of Gerontology. | 1. Present relevant research findings on the neuropsychiatric aspects of aging in the Geropsychology Journal Club. 2. . Discuss research literature in supervision. 3. Discuss translation of research literature into clinical practice in supervision and case discussions. |

Geropsychology Supervisor: Sheryl Osato, Ph.D. (Primary supervisor)

Long-Term Care and Rehabilitation (Community Living Center – CLC)

The Long-Term Care and Rehabilitation portion of this rotation emphasizes clinical training in aging and mental health in an extended care setting, and is supported through the GRECC training stipends. This setting provides a full range of training experiences in psychotherapy, consultation, and long-term care. While the focus is primarily on the treatment of older Veterans, there are also opportunities to work with younger patients who reside in the CLC for a variety of reasons, ranging from rehabilitation to palliative care. Common treatment themes in this setting include helping patients cope with increasing losses, family conflicts, and difficulties with caregivers. The CLC interprofessional setting trains students from a variety of mental health and medical disciplines, including Geropsychology, Geriatric Psychiatry, Geriatric Medicine, Pharmacy, Social Work, and Nursing. Interns have the opportunity to work with patients who have a variety of mental health disorders, including affective disorders, schizophrenia, personality disorders, dementia, and delirium. Training opportunities emphasize individual psychotherapy, with availability of family and couples psychotherapy experience, psychiatric interviewing, mental status exams, and staff consultation. Individual psychotherapy is primarily from a short-term model, and utilizes psychodynamic, behavioral, and problem-solving modalities. Interns are frequently asked to provide consultation directly to nursing staff, which may include psychoeducation. Because many older Veterans

have co-morbid medical and social disabilities, a broad biopsychosocial approach to care is used in this setting.

CLC Supervisors

Paul Cernin, Ph.D.

Fred Kornfeind, Psy.D.

Weekly scheduled activities include:

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----|-------------------|--|-----------|---|--------------------------------|
| AM | CLC | Geriatric Psychiatry Outpatient Clinic | CLC | Geriatric Psychiatry CBT Group for Depression | •CLC •Geropsychiatry Rounds |
| PM | •Seminars •CLC | •Supervision •Assessment/Therapy | Seminars | •Geriatric Psychiatry Outpatient Clinic | Research hours |

| GOALS | REQUIREMENTS |
|--|--|
| 1. Obtain a fundamental knowledge of aging and mental health, including how psychopathology presents in the elderly. 2. Obtain a fundamental knowledge of developmental processes in normal aging. 3. Obtain a fundamental knowledge of how cultural and individual diversity impact on the aging process. | 1. Attend interprofessional team meeting and rounds. 2. Focused readings. 3. Discussion in supervision. 4. Didactic presentations. |
| 4. Obtain skills in treating older adults using a variety of modalities and treatment options. | 1. Provide brief psychotherapy to 4-5 older adults. 2. Provide longer-term psychotherapy to two older adults. 3. Provide consultation to staff. |
| 5. Learn about and apply current research findings in the field of Gerontology. | 1. Attend Case Conferences. 2. Focused readings. 3. Discuss application of current research literature to clinical practice in supervision and case discussions. |

6. Health Psychology

The overall goal of the Health Psychology rotation is to provide interns with skills and experience in consultation, evaluation, assessment, education, and intervention within integrated primary health care settings. Interns on this rotation serve as integral members of the interprofessional health care team, providing direct patient care, consultation, and treatment planning.

On this rotation, interns have the opportunity to participate in a variety of required and elective training experiences. Some common key skills are emphasized across settings. Assessment is one critical area of medical consultation, as the consulting psychologist is often relied upon to provide the medical team with

an evaluation of a patient's adjustment, potential difficulties with medical interventions, compliance with treatment, and suggestions for how medical interventions should be tailored to the individual patient. Interns receive training in interviewing techniques and perform both brief intakes as well as comprehensive evaluations that may include psychological and neuropsychological testing and interviews with family and staff. Psychologists provide a variety of psychological treatments, including brief psychotherapy, stress management, group therapy, support groups, behavioral medicine interventions, education, and health promotion activities, with a strong emphasis on evidence-based treatments.

We recognize that many psychology interns have little prior experience working in a medical setting and we therefore emphasize close supervision and an "open door" approach to supervisor availability. We work jointly with interns to model and observe assessment and intervention skills.

Required activities include the following:

1. Health Promotion/Disease Prevention (HPDP) (Dr. McCreary)

Interns are required to participate in training opportunities within the HPDP program, including the MOVE Clinic, Quit Smoking, and Cardiopulmonary Rehabilitation Programs.

- **MOVE Clinic:** This is a nationwide, interprofessional VA program designed to treat obesity. Interns participate in structured classes, teach behavior change skills for weight loss, and provide individual counseling for weight management. In addition, interns complete psychological evaluations and formal testing for patients being considered for bariatric surgery. (Mondays 8 am-10 am)
- **Quit Smoking Program:** The Quit Smoking program is a behaviorally-focused treatment that consists of self-assessment and education. Classroom topics include barriers to quitting, aids for cessation (nicotine patch, Zyban), and formulating a plan for quitting. Topics reviewed each session include handling cravings and urges, preventing relapse, and avoiding weight gain. (Thursdays 1 pm-3 pm)
- **Stress Management for Cardiopulmonary Patients:** Patients attending the Cardiopulmonary Rehabilitation Stress Management group are taught skills in stress and anger management. The six session program covers the relationship between stress and health, personality and illness (hostility), calming skills, goal setting, anger management and forgiveness training. (Wednesdays 10-11 am)
- **Cardiopulmonary Rehabilitation:** Interns serve as co-leader of the weekly "Coping with Illness" group. Patients share concerns about how to make lifestyle changes in response to the demands of dealing with coronary artery and pulmonary diseases. Patients are given the opportunity to discuss successful behavior changes as well as difficulties in coping with their health problems and are encouraged to become comfortable asking for and giving support. Interns also attend a weekly interprofessional staff meeting. (Fridays 10-11 am)

2. Primary Care-Mental Health Integration (PC-MHI) (Drs. Chen and Kay): PC-MHI is the term VA uses to describe co-located mental and behavioral health care services that are provided to Veterans in collaboration with primary care providers. These services are fully integrated into the primary care setting (Patient Aligned Care Team; PACT), and support PACT-based treatment of both mental health conditions and behavioral aspects of chronic medical conditions. Requests for psychological consultation include both assessment and treatment and may come from physicians, nurse practitioners and physicians' assistants. Specifically, a team of mental health providers (psychologist, psychiatrist, nurse care manager) collaborates with primary care providers to help triage and meet the mental health needs of those patients with mild to moderate mental health issues including depression and anxiety, PTSD, chronic illness/multiple medical problems, pain disorders, and substance abuse.

PC-MHI activities include:

- Walk-in/curbside consultations through PC-MHI Open Access (One weekly 8 am-12 pm or 1 pm-4 pm block of time that does not conflict with other required Health Rotation activities)
- Scheduled initial intake evaluations (One intake per week; may be scheduled during Open Access)
- Short-term (4-6 week) individual interventions (Up to two cases at a time; scheduling is flexible)
- Weekly PC-MHI team meetings that include case presentations, didactics, and programmatic discussions (Tuesdays 11am - 12pm)
- Optional opportunity to co-facilitate a Mood group (Thursdays 11-12:30) or a Pain group (Mondays 12:30-1:30) if interested.

3. Women's Health Program (Dr. Himmelfarb): Women Veterans represent about 9% of the patients seen at the WLA VA, and the Women's Comprehensive Health Clinic is an integrated mental health and primary care program designed to address their medical and psychiatric needs. Many of the women seen have military sexual trauma, PTSD, anxiety, and/or depression, and an increasing number are Iraq and Afghanistan War Veterans with combat-related PTSD and other problems. Interns will co-lead two therapy groups with an emphasis on evidence-based treatments. Groups include:

- Using Anger More Positively
- Anxiety Management
- Cognitive Processing Therapy (CPT) group for sexual trauma
- CPT group for combat trauma
- CBT Depression Group
- DBT-based Emotion Management Group
- Sexual Trauma Group (a process group)

There may also be opportunities for conducting initial interviews of new patients and time-limited individual therapy.

Elective activities include the following:

Mindfulness Based Stress Reduction (MBSR) and Mindful Living (Dr. Greg Serpa): GLA is a Center of Innovation for integrative modalities of care and as such, the home to a new Center for Integrative Medicine. Interns with specific interests can participate in a Mindfulness Based Stress Reduction clinic. Also, interns may co-facilitate the Mindful Living group, which is an ongoing support group for veteran graduates of the MBSR program. These mindfulness interventions are used for a trans-diagnostic group of veterans seeking integrative modalities to address both mental and physical health complaints.

Weekly scheduled activities include:

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----|---------------------------------------|----------------------|---|----------------------|--|
| AM | •MOVE Clinic •Women's Clinic Group | •PC-MHI Team Meeting | •Cardiopulmonary Team Meeting •Cardiopulmonary Stress Management Group | •PC-MHI Group | •Cardiopulmonary Coping with Illness Group and supervision |
| PM | •Seminars •Women's Clinic Group | •PC-MHI Open Access | Seminars | •Quit Smoking Clinic | Research hours |

| GOALS | REQUIREMENTS |
|---|---|
| 1. Evaluate psychological issues in medical patients, including selection and administrative of assessment tools appropriate to the patient's illness and disease, for the purpose of developing treatment plans. | 1. Complete a minimum of 12 intake evaluations in Primary Care, including treatment planning. 2. Provide curbside consultations in PC-MHI Open Access. 3. Provide feedback to the patient and treatment team. |
| 2. Provide effective individual and group evidence-based treatments for patients with acute and chronic medical illnesses, taking into consideration psychological, cultural, and social-environmental factors associated with health behaviors, illness and disease. | 1. Co-lead 2 therapy groups in the Women's Health Program. 2. Provide group behavioral health interventions in the MOVE, Quit Smoking, and Cardiopulmonary Rehabilitation programs. 3. Provide short-term intervention for at least two ongoing patients. |
| 3. Function effectively as a psychological consultant on an interprofessional medical team. | 1. Serve as the primary mental health consultant on a minimum of 12 cases. 2. Participate in interprofessional treatment team meetings and provide concise feedback to team members from diverse disciplines. |
| 4. Apply the Health Psychology clinical research literature to assessment and intervention. | 1. Increase knowledge through focused readings in health psychology and health promotion. 2. Attend Health Psychology presentations at the Intern Seminar. |
| 5. Address issues of individual and cultural diversity and physical disability in assessment, treatment, and consultation. | 1. Increase knowledge through readings, supervision, and case discussion. 2. Integrate knowledge with clinical practice. 3. Attend didactic presentations. |

Active research investigations include the effect of social support and newsletters on enhancing outcomes in the MOVE Program.

Health Psychology Supervisors

Suzie S. Chen, Ph.D.

Naomi Himmelfarb, Ph.D. (Primary Supervisor)

Morgan Kay, Ph.D.

Charles P. McCreary, Ph.D., ABPP

J. Greg Serpa, Ph.D.

7. Neuropsychology Program

The Neuropsychology Program, headquartered in the Neuropsychology Service, is affiliated with the Medical Center's Neurobehavioral Unit and the Neuropsychology Postdoctoral Training Programs at our VA as well as UCLA. Additional training in neuropsychological assessment can be obtained on a number of other rotations including Ambulatory Care, the Domiciliary, Geriatric Medicine, Geropsychology, Health Psychology, and Rehabilitation Psychology. The program closely adheres to the recommendations of the Houston Conference on Specialty Education and Training in Clinical Neuropsychology. Interns who rotate through the Neuropsychology Assessment Laboratory and who also rotate through the above listed programs will devote approximately 50% time to neuropsychological training. Interns will be exposed to patients with a wide variety of neurological disorders including Alzheimer's disease, vascular dementia,

traumatic brain injury, brain tumors (sometimes pre/post neurosurgery), deep brain stimulation (DBS) screenings, substance-induced cognitive disorders, toxic/metabolic encephalopathy, seizure disorder, major psychopathology, and subcortical dementias such as Parkinson's disease and HIV-associated neurocognitive disorders. With regard to theoretical perspective, interns will be exposed primarily to a hypothesis testing/process approach to neuropsychological evaluation.

Clinical training is supported by a strong didactic base including: 1. Neuropsychology Case Conferences offering basic theory designed to develop skills in clinical case interpretation; 2. Weekly neurosciences lectures at the VA and the UCLA Semel Institute that emphasize theoretical and conceptual issues; 3. Weekly Neurobehavior seminars presenting research and clinical data on neurobehavioral syndromes and cases highlighting unusual disorders; 4. Memory Disorder and Neurobehavioral Clinics in which case presentations are discussed by neurologists, neuropsychologists, and psychiatrists; and 5. Clinical pathology (i.e., brain cutting) conferences.

The training objectives for interns in the Neuropsychology Program are to broaden and deepen the intern's knowledge of brain-behavior relationships, to develop skills in neuropsychological practice, especially with regards to data interpretation and diagnostic formulations, and to further awareness of the emotional consequences of neuropathology and of appropriate methods of psychological intervention. Also emphasized is the need to integrate current research and contributions from cognate disciplines (e.g., neurology, neuroimaging) in patient care.

A wide array of research opportunities are also available on this rotation. Our neuropsychology faculty conduct NIH/VA-funded research on a variety of disorders (HIV, HCV, substance abuse, effects of chemotherapy, neuroimaging studies of Alzheimer's disease and vascular dementia, neuroimaging of blast injury) using a variety of approaches (e.g., clinical and cognitive neuropsychological approaches, structural/functional neuroimaging, psychoneuroimmunology, clinicopathology). Intern involvement can range from attending laboratory meetings to preparing conference presentations or papers for publication.

By the close of the rotation interns will be adept at test administration and scoring of neuropsychological instruments. Supervision will largely focus on honing skills in interpretation, differential diagnosis, report preparation, and patient feedback. Interns who complete the Neuropsychology rotation will be well-prepared to pursue postdoctoral training and are given strong consideration for our neuropsychology-focused postdoctoral positions. Between our VA-based and UCLA-based postdoctoral training programs in neuropsychology, over the last 10-15 years an average of one to two interns have seamlessly transitioned to one of our postdoctoral positions.

| GOALS | REQUIREMENTS |
|---|--|
| 1. To improve knowledge of brain-behavior relationships. Particular emphasis will be placed on functional neuroanatomy, integration of neuroimaging and neurological data, and normal and pathological neurocognitive and neuropsychiatric function. | 1. Attend Neuropsychology Case Conferences. 2. Focused readings in neuropsychology 3. Participate in the optional weekly Neurobehavior Clinic and the UCLA Neuropsychology Seminars when possible. 4. Attend Clinicopathologic Conferences (i.e. brain cuttings) when possible. |
| 2. To identify and diagnose basic neuropsychological disorders. Particular emphasis will be given to the more prevalent age-linked dementias such as Alzheimer's disease and vascular dementia, as well as the neurocognitive disorders that are over-represented in the VA patient population (e.g., brain injury) | Administer and interpret at least 12-18 comprehensive neuropsychological test batteries. Additionally, briefer, focused inpatient evaluations will be conducted as warranted. |

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| 3. To write neuropsychological reports at a level commensurate with a non-specialist psychologist. | Write at least 12-18 comprehensive neuropsychological test reports. |
| 4. For interns desiring a career in neuropsychology, to provide the training and experience needed to be competitive candidates for postdoctoral fellowship. | In addition to the clinical and didactic experiences enumerated above, interns anticipating a career in neuropsychology will also be expected to seek involvement in other professional activities such as research, participation in lab meetings, and attendance at scientific conferences. |
| 5. To understand the impact of individual and cultural differences on neuropsychological test findings. | <ol style="list-style-type: none"> 1. Increase knowledge through readings, supervision, and case discussion. 2. Integrate knowledge with clinical practice. 3. Attend didactic presentations. |

Neuropsychology Supervisor:
Charles H. Hinkin, Ph.D., ABPP-CN
Director, Neuropsychology Service

Additional Clinical Supervisors for Neuropsychological Assessment:
Steven Castellon, Ph.D.
Paul Cernin, Ph.D.
Kathryn Harrell, Ph.D.
Fred Kornfeind, Psy.D.
Mona Lam, Ph.D.
Anna Okonek, Ph.D.
Sheryl Osato, Ph.D.
Stella Panos, Ph.D.
Michelle Zeller, Psy.D, ABPP/CN

8. Rehabilitation Psychology Rotation

The primary goal of the Rehabilitation Psychology rotation is to provide interns with skills and experience in the interprofessional treatment of Veterans rehabilitating from disabling acute and chronic health conditions and traumatic injuries. Working within a biopsychosocial framework, the rehabilitation psychologist works closely with the interprofessional rehabilitation team to assist the Veteran in attaining his or her highest level of physical, psychological, and social functioning. Interns on this rotation will have the opportunity to gain experience in consultation, assessment, and intervention across a variety of inpatient and outpatient medical settings.

1. Inpatient Acute Physical Rehabilitation Unit (Dr. Zeller): Interns are required to complete 1-2 consultations a week for patients admitted for intensive physical rehabilitation of stroke, amputation, traumatic brain injury, and neurological and orthopedic disorders. Consultation may include diagnostic evaluation, psychological and neuropsychological assessment, evaluation of decision-making capacity, short-term psychotherapy, and staff education and support. Interns participate in weekly interprofessional treatment rounds and family conferences.

2. The Pain Clinic (Drs. Bailey and Kay): The Pain Clinic is a fast-paced medical setting in which the intern works closely with a psychologist on an interprofessional outpatient treatment team (Physical Medicine, Anesthesiology, Nursing, Psychiatry, Physical Therapy and Occupational Therapy). Patients in the Pain Clinic present with chronic and complicated pain problems, along with co-morbid psychological conditions, such as anxiety, depression, and substance use. Opportunities for training include: learning about ethical and professional considerations of a psychologist in an interprofessional setting; conducting psychodiagnostic evaluations on patients with primary pain complaints; consulting within an

interprofessional team; providing brief, evidence-based individual psychotherapy, and observing and/or potentially co-facilitating an interprofessional, 10-week Comprehensive Pain Rehabilitation Program (CPRP); integrating science into practice by reviewing relevant literature and implementing evidence-based treatments; learning and applying knowledge of individual and cultural diversity that applies to Veterans with chronic pain. There may be opportunities for interns to conduct pre-surgical assessments on pain patients who are being considered for spinal cord stimulator or intrathecal drug pump implantation. A typical week for an intern in Pain Clinic includes 2-5 hours of training per week, including supervision. Most activities occur on Thursdays, though some experiences may be tailored to an individual intern's schedule.

3. The Polytrauma/Traumatic Brain Injury (TBI) Program (Drs. Castellon and Okonek): The Polytrauma/TBI Program serves Veterans and active duty military returning from Iraq and Afghanistan who have multi-system injuries, including traumatic brain injury. Psychologists serve as part of a comprehensive rehabilitation team that includes Physical Medicine, Nursing, Social Work, Speech Pathology, Occupational Therapy, Physical Therapy, Vocational Rehabilitation, and Recreation Therapy. Interns provide neuropsychological and psychological assessment, interprofessional treatment team planning, and consultation to the treatment team. Interns are expected to complete 2 comprehensive neuropsychological assessments during the rotation.

4. Rehabilitation Support Groups (Dr. Zeller): Interns serve as group co-facilitators for Veterans with amputation and stroke. Trainees gain knowledge and experience in group process, transition to the community, and provision of education and support.

Amputation Support Group: The purpose of this weekly group is to provide support and education to Veterans who have undergone or who are scheduled for amputation. Topics include risk factors for amputation, lifestyle change, coping with feelings, pain management, setting goals, and discharge planning.

Stroke Support Group: This weekly group provides support and education to patients and families. Topics include warning signs of stroke, risk factors, prevention of stroke, coping with depression, and caregiver issues.

Weekly scheduled activities include:

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----|---|--|-------------------------------|-----------------------|---|
| AM | •Supervision • Inpatient and Outpatient assessment and therapy | •Inpatient and Outpatient assessment and therapy | •Inpatient Rehab Team Meeting | •Pain Clinic | •Supervision •Amputation Support Group |
| PM | •Seminars •Inpatient and Outpatient assessment and therapy | •Inpatient and Outpatient assessment and therapy | Seminars | •Stroke Support Group | Research hours |

| GOALS | REQUIREMENTS |
|--|--|
| 1. Evaluate psychological issues in medical patients, including selection and administrative of assessment tools appropriate to the patient's illness and disease, for the purpose of developing treatment plans. | <ul style="list-style-type: none"> 1. Complete a minimum of 12 diagnostic evaluations, including treatment planning, on the Acute Rehabilitation Unit. 2. Perform a minimum of 3 neuropsychological screening evaluations. 3. Complete 6-8 behavioral health intakes, including treatment planning, in the Pain Clinic. 4. Perform a minimum of 2 comprehensive psychodiagnostic assessments or pre-surgical evaluations in the Pain Clinic. 5. Complete 3 comprehensive neuropsychological assessments in the Polytrauma/TBI Clinic. 6. Provide feedback to the patient and treatment team. |
| 2. Provide effective individual and group evidence-based treatments for patients with acute and chronic medical illnesses, taking into consideration psychological, cultural, and social-environmental factors associated with health behaviors, illness, and disease. | <ul style="list-style-type: none"> 1. Co-lead the weekly Coping with Illness group and the monthly CPRP Alumni Group. 2. Provide behavioral skills training in the CPRP. 3. Provide brief behavioral interventions (2-4 sessions) for patients with chronic pain. 4. Provide brief supportive interventions on the Acute Rehabilitation Unit. |
| 3. Function effectively as a psychological consultant on an interprofessional medical team. | <ul style="list-style-type: none"> 1. Provide consultation to interprofessional team members in all clinics. 2. Participate in interprofessional treatment team meetings and provide concise feedback to team members from diverse disciplines. |
| 4. Apply the Rehabilitation Psychology clinical research literature to assessment and intervention. | <ul style="list-style-type: none"> 1. Increase knowledge through focused readings in rehabilitation psychology. 2. Attend seminar presentations on Rehabilitation and Health Psychology. |
| 5. Address issues of individual and cultural diversity and physical disability in assessment, treatment, and consultation. | <ul style="list-style-type: none"> 1. Increase knowledge through readings, supervision, and case discussion. 2. Integrate knowledge with clinical practice. 3. Attend didactic presentations. |

Rehabilitation Psychology Supervisors

Katherine Bailey, Ph.D.

Steve Castellon, Ph.D.

Morgan Kay, Ph.D.

Anna Okonek, Ph.D.

Christina Robinson, Ph.D.

Michelle Zeller, Psy.D., ABPP/CN (Primary Supervisor)

9. Substance Use Disorder Outpatient Programs

The **Substance Use Disorder Outpatient Programs** rotation offers a core training component in an intensive outpatient program using evidence-based treatments. As the Veterans served vary in terms of treatment needs and readiness for change, interns will have the opportunity to acquire assessment, intervention, and evaluation skills to address the broad range of needs using a variety of models and different time frames ranging from brief, single session interventions to a full 16-week program with aftercare.

The **Intensive Outpatient Program (IOP)** of the **Addictive Behaviors Clinic (ABC)** serves as the intern's home base during the rotation. This program serves Veterans with substance use disorders who are ready and able to engage in an intensive treatment program with the goal of abstinence, using a harm reduction approach that includes:

1. A highly structured, 3 day per week, 16-week outpatient Matrix model recovery program. This program offers supportive, psychoeducational, harm reduction treatment through individual and group counseling by professional staff. Early recovery and relapse prevention skills are emphasized.
2. A recovery maintenance program, consisting of one or more social support groups per week, encouraging patients to remain involved with ABC and their treatment team for as long as they choose.

Interns will have the opportunity to develop expertise using the early recovery and relapse prevention components of the Matrix model, a nationally recognized and widely used evidence-based treatment for substance use disorders developed at UCLA and our clinic. Interns will work with Veterans in all stages of their treatment, from intake through the maintenance phase of care. While the primary intervention modality is group therapy, interns will also provide individual therapy. A variety of groups are also available for intern co-facilitation based upon interest, including mindfulness in recovery, emotional awareness (CBT based), family education, 12 Step facilitation, Seeking Safety, CBT for pain and co-occurring substance use, and spirituality. Interns also provide individual short-term psychotherapy, perform intake assessments to refine diagnostic skills, and on occasion perform psychological and neuropsychological testing.

The ABC, in addition to the IOP program, also offers a **Motivational Enhancement** program for Veterans who are willing to explore the consequences of drugs and alcohol in their lives but are not willing to commit to abstinence based approaches. This program uses evidence-based motivational interviewing techniques to reduce the harm of continued use and shift from contemplation to the preparation stage and on to the action stage of change.

Four additional training tracks are available to interns while on the substance abuse rotation based upon interest, including:

- **Gambling Program.** A specialized program developed in conjunction with UCLA to target pathological gambling.
- **Opiate Treatment Program.** An opiate replacement program using methadone or suboxone to reduce recidivism for veterans who struggles with opiate addictions.
- **Contingency Management Program (CM).** This is an evidence based treatment aimed at increasing program participation and reducing relapse rates through use of a random reward system. CM is being rolled out through-out the nation across VA's and we are one of the initial sites to participate in implementing this program.
- **PTSD/SUD.** This track consists of three different types of groups for veterans with PTSD and co-morbid substance use problems. There may also be opportunities to be supervised for Cognitive Processing Therapy (CPT) or Prolonged Exposure (PE) individual cases.

In addition, interns have the opportunity to lead groups for Veterans with co-occurring substance use and psychotic disorders who attend the **Dual Diagnosis Treatment Program**, a structured day treatment program. There are additional groups available for interns to participate in co-leading or leading such as CBT interventions for veterans with **SUD and Depression** and a separate group for **SUD and Pain** management. Interns may start a new group that is of particular interest to them. Interns may also choose to become involved in on-going **Program Development and Evaluation** research activities.

Sample of weekly scheduled activities:

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----|---|---|--|--|--|
| AM | <ul style="list-style-type: none"> •Matrix groups •Mindfulness for Recovery group | <ul style="list-style-type: none"> •Substance abuse Assessment and Intake clinic | <ul style="list-style-type: none"> •Matrix Groups •Individual therapy slot | <ul style="list-style-type: none"> • MI individual therapy • Individual therapy slot | <ul style="list-style-type: none"> •ACT group •Seeking Safety group •Pain SUD group |
| PM | <ul style="list-style-type: none"> •Seminars •Supervision with Primary supervisor | <ul style="list-style-type: none"> •ABC Interprofessional Treatment Team meeting | Seminars | <ul style="list-style-type: none"> •Supervision with secondary supervisors | Research hours |

| GOALS | REQUIREMENTS |
|---|---|
| 1. Increase skills in conducting an initial mental health assessment including a comprehensive substance abuse history and presenting to an interprofessional team. | Conduct a minimum of 6 comprehensive initial intakes and present initial treatment plan recommendations to the interprofessional treatment team. |
| 2. Develop interprofessional team collaboration and leadership skills. | Participate in staff and treatment planning meetings. |
| 3. Learn evidence-based group therapy techniques including psychosocial education and skills training, cognitive behavioral, 12-step related groups, motivational interviewing, mindfulness meditation, Seeking safety, Pain group, and Matrix model. | 1. Lead or co-lead four evidence-based Matrix psychoeducational groups and one group from the harm reduction or maintenance recovery tracks (intern's choice) in ABC per week (5 hours). 2. Co-lead Mindfulness in Recovery group. 3. Co-lead a Seeking Safety group. 4.Co-lead the Pain Management Group. |
| 4. Develop culturally informed individual psychotherapy skills in treating substance use disorders, using evidence based treatments such as Motivation Enhancement Therapy (MET), CBT for SUD or Interpersonal Therapy. | Provide short-term individual psychotherapy for one to three patients in outpatient SUD using one of the modalities described. |
| 5. Develop foundational knowledge and understanding of current issues and evidence-based interventions available for the treatment of substance misuse and behavioral addictions. | 1. Review 4 articles on critical issues in chemical dependency for discussion and review with clinical supervisors. 2. Provide an in-service training to the interprofessional substance abuse staff on a topic of the intern's choosing. |

| | |
|---|---|
| 6. Increase proficiency in understanding the impact of substances on psychodiagnostic or neuropsychological test results. | Conduct at least 1 psychodiagnostic or neuropsychological assessments in SUD (Optional and based on need during rotation). |
| 7. Increase skill set as a scientist practitioner by evaluating interventions for meaningful clinical outcomes. | Assist with ongoing program evaluations or program development. There are three ongoing program evaluations active at this time for the intern to choose: Gambling treatment program; Depression treatment; and Intensive Outpatient Program. |

Substance Use Disorders Supervisors

Katherine Bailey, Ph.D.

Peter Graves, Ph.D.

Grace Rosales, Ph.D. (Primary Supervisor)

Greg Serpa, Ph.D.

Yong Song, Ph.D.

Facility and Training Resources

Interns are provided with office space and computers necessary for patient care and administrative responsibilities. They have access to VA Intranet and Internet resources for clinical work and research. The Psychology Department has a comprehensive Psychology Assessment Lab, which includes a wide variety of psychological assessment instruments and test scoring programs.

Administrative Policies and Procedures

Authorized Leave: The West Los Angeles VA Healthcare Center's policy on Authorized Leave is consistent with the national standard. In the course of the year, interns accrue 13 vacation days and 13 sick days and receive 10 paid holidays. Interns may request up to five days of educational leave for off-site educational activities, including conferences, presentations at professional meetings and attending oral exams.

Stipend: The stipend for the training year is \$26,704.

Benefits: VA interns are eligible for health insurance (for self, opposite or same sex spouse, and legal dependents) and for life insurance.

Due Process: All trainees are afforded the right to due process in matters of problematic behavior and grievances. A copy of our due process policy is available on request.

Privacy policy: We will collect no personal information from you when you visit our Website.

Self-Disclosure: We do not require interns to disclose personal information to the program administrators or clinical supervisors, except in cases where personal issues may be adversely affecting the interns' performance and such information is necessary to address any difficulties.

Training Staff

Ames, Donna, M.D.

Medical School: Tufts University School of Medicine

Residency: UCLA/VA

Fellowship: NIMH extramural research fellowship in Schizophrenia

Academic Affiliation: Professor in Residence, UCLA Department of Psychiatry and Biobehavioral Sciences

Rotation: Ambulatory Care Mental Health/Psychosocial Rehabilitation and Recovery Center Program (PRRC)

Clinical Interests: Helping Veterans utilizing the Recovery Model for the treatment of mental illness. Implementing evidenced based practices in a holistic, healing environment. Incorporating evidence based social skills training, Cognitive behavioral therapy, positive psychology with creative arts therapies, exercise, complementary modalities, nutritional and pharmacologic therapy.

Research Interests: Holistic, recovery oriented treatment of veterans with severe mental illness

Active Research: VA Merit Review Program: Management of Antipsychotic Medication

Certifications: National Board of Medical Examiners:1989. Diplomat, American Board of Psychiatry and Neurology, 1994

Orientation: Holistic

Bailey, Katherine, Ph.D.

Doctoral Program: University of Illinois at Chicago (Clinical), 2010

Predoctoral Internship: West Los Angeles VA Healthcare Center, 2009-2010

Postdoctoral Fellowship: San Francisco VA Medical Center, 2010-2011

Rotations: Substance Use Disorder Outpatient Programs and Rehabilitation Psychology (Pain Clinic)

Clinical Interests: Substance abuse treatment, chronic pain, health behavior change, coping with illness, anxiety disorders, evidence based behavioral practice

Research Interests: Health promotion and disease prevention, health disparities, smoking, dissemination and training

Certifications: CBT for Chronic Pain

Orientation: Cognitive Behavioral

Booker, Kevin E., Ph.D.

Doctoral Program: University of California, Santa Barbara (Clinical), 1999

Predoctoral Internship: Howard University School of Medicine, 1998-1999

Postdoctoral Fellowship: UCLA School of Medicine, Department of Adult Psychiatry, 1999-2001

Academic Affiliation: Adjunct Faculty, Department of Cognitive Science
University of California, Irvine

Rotation: Ambulatory Care Programs (PTSD)

Clinical Interests: Exposure to violence and mood/anxiety disorders; Trauma-focused cognitive behavioral and experiential/humanistic treatments; The role of meaning in mitigating against co-morbid mood disturbance in patients with PTSD

Research Interests: Impact of therapeutic alliance in potentiating efficacy of evidence-based psychotherapy

Certifications: Prolonged Exposure (PE), Certified Practitioner

Orientation: Cognitive Behavioral; Humanistic/Experiential

Boxer, Laurie, Ph.D.

Doctoral Program: Syracuse University (Clinical), 1991

Predoctoral Internship: West Los Angeles VA Medical Center, 1990-1991

Rotation: Ambulatory Care Programs (PTSD)

Clinical Interests: Assessment and Treatment of PTSD, Dialectical Behavior Therapy, psychotherapeutic interventions for Bipolar Disorder

Research Interests: Impact of the therapeutic alliance in potentiating efficacy of evidence-based

psychotherapy; Effectiveness of DBT skills training on PTSD symptoms and tension reduction behaviors
Certifications: Intensive training in DBT
Orientation: Cognitive Behavioral

Caskey, Nicholas H., Ph.D.

Doctoral Program: University of California, Los Angeles (Clinical), 1987
Predoctoral Internship: Didi Hirsch Community Mental Health Center, 1979-1980; VA Sepulveda, 1981
Postdoctoral Fellowship: UCLA Department of Psychiatry and Biobehavioral Sciences
West Los Angeles VA Medical Center, Psychopharmacology Unit, 1987-1989
Academic Affiliation:
Assistant Research Psychologist, Department of Psychiatry and Biobehavioral Sciences
David Geffen School of Medicine at UCLA
Rotation: Long-term psychotherapy supervisor
Clinical Interests: Short-term psychotherapy, anger management, risk management for suicidal patients, depression, PTSD
Research Interests: Nicotine dependence in psychiatric populations, psychopharmacology of smoking
Orientation: Cognitive Behavioral, Integrative

Castellon, Steven A., Ph.D., Director of Training, Postdoctoral Fellowship Program

Doctoral Program: University of California, Los Angeles (Clinical), 1997
Predoctoral Internship: West Los Angeles VA Medical Center, 1995
Postdoctoral Fellowship: Neuropsychology, UCLA Neuropsychiatric Institute, 1997-1999
Academic Affiliation: Associate Clinical Professor and Research Psychologist
Department of Psychiatry and Biobehavioral Sciences, David Geffen School of Medicine at UCLA
Rotation: Health Psychology (Polytrauma and Assessment Service); Co-Instructor, Assessment Seminar
Clinical Interests: Neuropsychological assessment, psychological assessment, traumatic brain injury
Research Interests: Cognitive effects of cancer treatments, neuropsychiatric aspects of infectious disease
Active Research: Late effects of hormonal therapies in breast cancer survivors with and without chemotherapy exposure; Cognitive rehabilitation among breast cancer survivors with enduring cognitive complaints; Neurocognitive sequelae of hepatitis C and HIV co-infection
Orientation: Cognitive behavioral

Cernin, Paul, Ph.D.

Doctoral Program: Wayne State University (Clinical), 2008
Predoctoral Internship: St. Louis VAMC, 2007-2008
Postdoctoral Fellowship: Geriatric Neuropsychology, UCLA Resnick Neuropsychiatric Institute, 2008-2010
Academic Affiliation: Assistant Clinical Professor, UCLA – Voluntary
Rotations: Geropsychology- Long-Term Care and Rehabilitation (Community Living Center); Long-term psychotherapy supervisor
Research Interests: Successful Aging, Urban Older Adults, Aging and African Americans, Breast Cancer patients and cognitive changes, memory training.
Clinical Interests: LGBT, behavior modification, geropsychology, neuropsychology, pain management, mindfulness meditation, evidence-based practice.
Orientation: Cognitive Behavioral

Chen, Suzie, Ph.D.

Doctoral Program: Drexel University (Clinical), 2005
Predoctoral Internship: VA Sepulveda Ambulatory Care Center & Nursing Home, 2003-2004
Postdoctoral Fellowship: VA Long Beach Healthcare System; Rehabilitation Psychology and Neuropsychology, 2006-2007
Academic Affiliation: Health Sciences Clinical Instructor
Department of Psychiatry and Biobehavioral Sciences, David Geffen School of Medicine at UCLA
Rotation: Health Psychology (Primary Care Mental Health Integration)
Clinical Interests: Behavioral medicine, integrated health care, stress management, biofeedback, disability, sexuality and intimacy
Research Interests: Pain and coping, sexuality, patient satisfaction

Certifications: Biofeedback (in progress)
Orientation: Cognitive Behavioral, Integrative

Graves, Peter K., Ph.D., J.D., Acting Chief of Psychology

Doctoral Program: University of Illinois at Chicago (Clinical), 1994
Predoctoral Internship: VA Los Angeles Outpatient Clinic, 1991-1992
Academic Affiliation: California State University, Fresno, Adjunct Faculty
Rotation: Substance Use Disorder Outpatient Programs
Clinical Interests: Substance abuse, chronic mental illness, law and psychology
Research Interests: Behavior change, health beliefs, substance abuse
Orientation: Eclectic, Cognitive Behavioral, Interpersonal

Harrell, Kathryn Ph.D.

Doctoral Program: Fuller Graduate School of Psychology (Clinical Psychology, Neuropsychology Track), 2011
Predoctoral Internship: West Los Angeles VA Medical Center, Geropsychology Track, 2010-2011
Postdoctoral Fellowship: West Los Angeles VA Medical Center, Neuropsychology, 2011-2013
Rotation: Geriatric Medicine (V-CAMP)
Clinical Interests: Neuropsychological Assessment, Neurodegenerative Disorders, Geriatric Psychology, Trauma
Research Interests: Teleneuropsychology, Dementia Care Management
Active Research: Reliability of the Montreal Cognitive Assessment via Clinical Video Teleconferencing
Orientation: Cognitive Behavioral

Himmelfarb, Naomi, Ph.D.

Doctoral Program: University of Connecticut (Clinical), 1988
Predoctoral Internship: Los Angeles County-USC Medical Center, 1986-1987
Rotation: Health Psychology (Women's Health Program); Long-term psychotherapy supervisor
Clinical Interests: Military sexual assault, trauma, and PTSD
Research Interests: PTSD, sexual assault in women
Certifications: Prolonged Exposure, Cognitive Processing Therapy
Orientation: Cognitive Behavioral and Psychodynamic

Hinkin, Charles H., Ph.D., ABPP

Doctoral Program: University of Arizona (Clinical), 1991
Predoctoral Internship: Miami VA Medical Center, 1987-1988
Postdoctoral Fellowship: Neuropsychology, UCLA School of Medicine, 1991-1992
Academic Affiliation: Professor-in-Residence, Department of Psychiatry and Biobehavioral Sciences, David Geffen School of Medicine at UCLA
Rotation: Neuropsychology; Co-Instructor, Assessment Seminar
Clinical Interests: Neuropsychological assessment, psychodiagnostic assessment, dementia
Research Interests: Neurocognitive and neuropsychiatric sequelae of HIV infection, HCV infection, substance abuse
Active Research: Neurocognitive and neuropsychiatric sequelae of HIV infection, HCV infection, substance abuse
Certifications: American Board of Professional Psychology; Clinical Neuropsychology (ABPP/CN)

Hume, Mark, Ph.D.

Doctoral Program: California School of Professional Psychology-Los Angeles (Clinical)
Predoctoral Internship: Airport Marina Counseling Service
Academic Affiliation: Assistant Professor, Argosy University
Rotation: Forensic Psychology
Clinical Interests: Clinical, Therapeutic, and Forensic assessment; Suicide Prevention; Relapse Prevention
Research Interests: Therapeutic Assessment®, Rorschach Performance Assessment System, Adult learning disabilities, Criminal thinking

Active Research: R-PAS & PAI and violent crime behavior
Orientation: Object Relations, Motivational Interviewing, ACT

Jarvis, Sara J., Ph.D.

Doctoral Program: Southern Illinois University (Clinical), 1987
Predoctoral Internship: Camarillo State Hospital, 1986-1987
Rotation: Ambulatory Care Programs (Mental Health Clinic)
Clinical Interests: Personality and cognitive assessment, individual psychotherapy
Certifications: Cognitive Processing Therapy; CBT for Depression
Orientation: Cognitive Behavioral

Kay, Morgan, Ph.D.

Doctoral Program: California School of Professional Psychology (Clinical), 2013
Predoctoral Internship: Western New York VA, 2012-2013
Postdoctoral Fellowship: Interprofessional Integrative Health, West Los Angeles VA, 2013-2014
Rotation: Rehabilitation Psychology (Pain Clinic); Health Psychology (PC-MHI)
Clinical Interests: Health psychology, insomnia, chronic pain, health behavior change
Certifications: Mindfulness Facilitator
Orientation: Cognitive Behavioral, Mindfulness- based treatment

Kornfeind, Fred, Psy.D.

Doctoral Program: Illinois School of Professional Psychology – Chicago Campus (Clinical), 1996
Predoctoral Internship: West Los Angeles VA Medical Center, 1995-1996
Postdoctoral Fellowship: Geropsychology, UCLA Neuropsychiatric Institute, 1996-1997
Rotation: Geropsychology- Long-Term Care and Rehabilitation (Community Living Center); Long-term psychotherapy supervisor
Clinical Interests: Geropsychology, Health Psychology
Certifications: Behavioral interventions for challenging behaviors related to dementia (STAR program).
Orientation: Eclectic (Cognitive Behavioral, Client-Centered, Systems)

Lam, Mona, Ph.D.

Doctoral Program: University of Nebraska (Clinical), 1998
Predoctoral Internship: West Los Angeles VA Medical Center, 1997-1998
Postdoctoral Fellowship: Neuropsychology, UCLA Neuropsychiatric Institute, 1998-2000
Academic Affiliation: Assistant Clinical Professor, UCLA Department of Psychology
Rotation: Domiciliary Residential Rehabilitation and Treatment Program
Clinical Interests: Neuropsychology
Research Interests: Neuropsychology of HIV, chronic mental illness
Orientation: Cognitive behavioral

Le, Quoc Thai, Ph.D.

Doctoral Program: University of Kansas (Counseling), 2012
Predoctoral Internship: VA Eastern Kansas Health Care System, 2011-2012
Postdoctoral Fellowship: Trauma Emphasis, VA Loma Linda Health Care System, 2012-2013
Rotation: Domiciliary Residential Rehabilitation and Treatment Program
Clinical Interests: PTSD, substance abuse treatment
Research Interests: Occupational engagement, multiculturalism, PTSD
Certifications: Cognitive Processing Therapy
Orientation: Cognitive behavioral

McCreary, Charles P., Ph.D., ABPP

Doctoral Program: Fordham University (Clinical), 1971
Predoctoral Internship: UCLA Neuropsychiatric Institute, 1967-1968
Academic Affiliation: Clinical Professor, Department of Psychiatry and Biobehavioral Sciences
David Geffen School of Medicine at UCLA
Rotation: Health Psychology and Rehabilitation Psychology

Clinical Interests: Stress Management, integrated health care, primary and secondary health promotion

Research Interests: Nutrition and substance abuse, social supports to enhance motivation for health promotion

Active Research: Psychosocial factors predicting response to Cardiopulmonary Rehabilitation and weight loss

Certifications: Biofeedback (informal)

Orientation: Social learning, Humanistic

Melrose, Rebecca, Ph.D.

Doctoral Program: Boston University, Boston (Clinical), 2007

Predoctoral Internship: West Los Angeles VA Medical Center, 2006-2007

Postdoctoral Fellowship: Special Fellowship in Advanced Geriatrics, West Los Angeles VA Medical Center, 2007-2010

Academic Affiliation: Assistant Research Psychologist, Department of Psychiatry and Biobehavioral Sciences David Geffen School of Medicine at UCLA

Rotation: Geriatric Medicine

Clinical Interests: Neuropsychology

Research interests: Neuroimaging & neuropsychology of cognitive decline in aging

Active Research: Neuroimaging (task fMRI, resting state fMRI, DTI) of Mild Cognitive Impairment & Alzheimer's Disease

Orientation: Eclectic

Okonek, Anna, Ph.D., Director of Training

Doctoral Program: University of California, Los Angeles (Clinical), 1992

Predoctoral Internship: West Los Angeles VA Medical Center, 1989-1990

Postdoctoral Fellowship: Geropsychology, UCLA Neuropsychiatric Institute, 1991-1993

Academic Affiliation: Associate Clinical Professor, UCLA Department of Psychology

Rotation: Rehabilitation Psychology (Polytrauma/TBI)

Clinical Interests: Polytrauma/traumatic brain injury, neuropsychology, adjustment to disability, coping with acute and chronic medical illness

Research interests: Test effort, TBI, blast injury

Active Research: Regional cerebral metabolism in blast-induced mild traumatic brain injury

Orientation: Integrative

Osato, Sheryl, Ph.D.

Doctoral Program: University of Hawaii (Clinical), 1986

Predoctoral Internship: West Los Angeles VA Medical Center, 1985-1986

Postdoctoral Fellowship: Geropsychology, UCLA Neuropsychiatric Institute

Academic Affiliations: Clinical Professor, Department of Psychiatry and Biobehavioral Sciences; David Geffen School of Medicine at UCLA

Associate Clinical Professor, UCLA Department of Psychology

Adjunct Professor, Fuller Graduate School of Psychology

Rotation: Geropsychology

Clinical Interests: Neuropsychiatric aspects of aging, dementia, psychopathology and aging

Research Interests: Aging and neuropsychology, dementia

Orientation: Cognitive Behavioral

Panos, Stella, Ph.D

Doctoral Program: Fuller Theological Seminary, Graduate School of Psychology

Predoctoral Internship: Geropsychology, West Los Angeles VA Medical Center, 2009-2010

Postdoctoral Fellowship: Neuropsychology, UCLA Neuropsychiatric Institute, 2010 – 2013

Academic Affiliations: Clinical Instructor, Department of Psychiatry and Biobehavioral Sciences David Geffen School of Medicine at UCLA

Rotation: Domiciliary Residential Rehabilitation and Treatment Program

Clinical Interests: Neuropsychological assessment, psychodiagnostic assessment, dementia

Research Interests: Neurocognitive and neuropsychiatric sequelae of HIV infection, dementia,

substance abuse
Active Research: National Neurological AIDS Bank
Orientation: Cognitive Behavioral

Robinson, Christina, Ph.D.

Doctoral Program: University of Houston (Clinical)
Predoctoral Internship: West Los Angeles VA Medical Center, 2010-2011
Postdoctoral Fellowship: Health Psychology/Integrative Care, West Los Angeles VA Medical Center, 2011-2012
Rotations: Rehabilitation Psychology and Domiciliary Residential Rehabilitation and Treatment Program
Clinical Interests: Trauma and co-occurring disorders, exposure therapy for anxiety disorders, medical/health psychology, psychological assessment
Certifications: Cognitive Processing Therapy
Orientation: Cognitive Behavioral, Eclectic

Rosales, Grace, Ph.D.

Doctoral Program: University of Massachusetts (Clinical), 2004
Predoctoral Internship: VA Greater Los Angeles Healthcare System, 2003-2004
Postdoctoral Fellowship: Didi Hirsch Community Mental Health Center, 2004-2005
Academic Affiliation: Supervising Psychologist, Psychology Clinic, UCLA Department of Psychology
Rotation: Substance Use Disorder Outpatient Programs; Co-Leader, Diversity Seminar
Clinical Interests: Substance abuse treatment, cross-cultural mental health, addiction/high risk behaviors, psychological assessment and treatment, family treatment
Research Interests: Acculturation, culturally-informed mental health treatment, multi-family treatment
Active Research: Addiction treatment program evaluations
Certifications: Cognitive Processing Therapy
Orientation: Interpersonal, Motivational Interviewing

Serpa, J. Greg, Ph.D.

Doctoral Program: California School of Professional Psychology (Clinical), 2004
Predoctoral Internship: VA Greater Los Angeles Healthcare System, Sepulveda Ambulatory Care Center, 2003-2004
Postdoctoral Fellowship: Harbor-UCLA Medical Center, 2004-2005
Academic Affiliation: Associate Clinical Professor; UCLA Department of Psychology; Associate Project Clinical Scientist, UCLA David Geffen School of Medicine
Setting: Health Psychology; Center for Integrative Medicine, Co-Director, Integrative Health Training program
Clinical Interests: Mind-Body interventions including Mindfulness Based Stress Reduction (MBSR), Interprofessional Education, HIV Mental Health, Substance Abuse
Active Research: Neuroimaging study at UCLA examining biomarkers in IBS using MBSR; Neuroimaging study at the VA exploring impact of MBSR on biomarkers in Traumatic Brain Injury
Certifications: Mindfulness Based Stress Reduction, Mindful Self-Compassion, Prolonged Exposure
Orientation: Integrative including mindfulness, Cognitive Behavioral and dynamic approaches

Song, Yong S., Ph.D.

Doctoral Program: Virginia Commonwealth University (Clinical), 1998
Predoctoral Internship: San Francisco VA Medical Center, 1997-1998
Postdoctoral Fellowship: UCSF School of Medicine, Langley Porter Psychiatric Institute, 1998-2000
Rotation: Substance Use Disorder Programs; Co-Leader, Diversity Seminar; Long-term psychotherapy supervisor
Clinical Interests: Co-occurring PTSD and substance use disorders (SUD), motivational enhancement for SUD, OEF/OIF post-deployment care, health promotion among substance users, alcohol and drug relapse prevention
Research Interests: Drug abuse treatment research, HIV risk reduction interventions for substance users

Certifications: Prolonged Exposure and Cognitive Processing Therapy

Orientation: Cognitive Behavioral, Interpersonal

Sreenivasan, Shoba, Ph.D.

Doctoral Program: University of California, Los Angeles (Clinical), 1986

Predoctoral Internship: UCLA Neuropsychiatric Institute, 1984-1985; UCLA Student Psychological Services, 1985-1986

Postdoctoral Fellowship: University of Southern California, 1986-1987

Academic Affiliation: Clinical Professor, USC Keck School of Medicine, Department of Psychiatry
Coordinator of Forensic Neuropsychology, USC Institute of Psychiatry & Law

Rotation: Forensic Psychology

Clinical Interests: Forensics and neuropsychology

Research Interests: Actuarial risk assessment, neuropsychology and violence, suicide

Active Research: OIF/OEF forensic issues (VTC, post-deployment violence) and cognitive fatigue; sex offender risk

Orientation: Eclectic, Motivational Interviewing, Decisional balance

Wettstein, Barbara, Ph.D.

Doctoral Program: University of Notre Dame (Clinical), 1992

Predoctoral Internship: Loma Linda VA Medical Center, 1990-1991

Rotation: Long-term psychotherapy supervisor

Clinical Interests: Affective disorders, civilian and combat trauma, couples/family therapy, groups

Certifications: Cognitive Processing Therapy, Cognitive Behavioral Therapy for Depression, Integrative Behavioral Couple Therapy

Therapeutic Orientation: Cognitive Behavioral, Systems, Humanistic

Willner, Carol, Ph.D.

Doctoral Program: University of Kansas (Clinical), 1976

Predoctoral Internship: Western Missouri Mental Health Center, 1974-1975

Rotation: Ambulatory Care Programs (Mental Health Clinic)

Clinical Interests: Individual, couple, and group psychotherapy; treatment of depression and anxiety; grieving and loss; CBT

Orientation: Eclectic, Cognitive Behavioral

Zeller, Michelle, Psy.D., ABPP/CN; Director of Training, Pre-Internship Program

Doctoral Program: Pepperdine University (Clinical), 2004

Predoctoral Internship: VA Greater Los Angeles Healthcare System, 2003-2004

Postdoctoral Fellowship: Geropsychology, UCLA Neuropsychiatric Institute, 2004-2006

Rotation: Rehabilitation Psychology (Inpatient Acute Rehabilitation Unit); Long-term psychotherapy supervisor; Co-Instructor, Assessment Seminar

Clinical Interests: Neuropsychological assessment, individual and group psychotherapy, geropsychology and stroke rehabilitation

Research Interests: Neuropsychology of aging and TBI

Active Research: Cognitive and socioemotional functioning in TBI and Alzheimer's disease

Certifications: American Board of Professional Psychology; Clinical Neuropsychology (ABPP/CN)

Orientation: Cognitive Behavioral

Graduate Programs of Recent Interns (2009-current)

Intern Class of 2015-2016

Fuller Graduate School of Psychology
Georgia State University
Loma Linda University
Pacific Graduate School of Psychology
San Diego State University/ University of California at San Diego Joint Doctoral Program
University of California, Los Angeles
Yale University

Intern Class of 2014-2015

Fordham University
San Diego State University/ University of California at San Diego Joint Doctoral Program
University of Kansas
University of Nebraska, Lincoln
University of Southern California
University of Victoria
Wayne State University

Intern Class of 2013-2014

Pepperdine University
University of Arizona
University of California, Los Angeles
University of Colorado – Colorado Springs
University of Southern California

Intern Class of 2012-2013

Emory University
Fordham University
Fuller Graduate School of Psychology
Pacific Graduate School of Psychology
University of California, Los Angeles
University of Southern California

Intern Class of 2011-2012

Fordham University
University of California, Los Angeles
University of Cincinnati
University of Colorado – Colorado Springs
University of Michigan
University of Southern California

Intern Class of 2010-2011

Fuller Graduate School of Psychology
Loma Linda University
Loyola University Chicago
San Diego State University/ University of California at San Diego Joint Doctoral Program
Temple University
University of Houston

Intern Class of 2009-2010

Fuller Graduate School of Psychology
University at Albany, SUNY
University of Illinois at Chicago
University of Nevada, Reno
Washington University in St. Louis
San Diego State University/ University of California at San Diego Joint Doctoral Program
Wayne State University

Post-Internship Activities

Our interns have been very successful in obtaining competitive postdoctoral fellowships and employment upon completion of internship. In the last five years, immediately following internship 30 of our 35 interns obtained postdoctoral fellowships (22 clinical, 8 research), one obtained an academic faculty position, one obtained a VA staff psychologist position, two interns went on family leave, and one left to complete the dissertation. Most continue to be actively engaged in scholarly activity and all interns who are engaged in clinical service delivery have obtained licensure or plan to seek it. Based on our outcome data, we feel confident that our Training Program prepares interns for professional careers consistent with our program's training model, philosophy, mission, and goals.

Post-doctoral Fellowships of Interns from the Classes of 2010-2015***Generalist Program***

Kansas City VA Medical Center

Geropsychology

San Francisco VA Medical Center
VA Boston Healthcare System
VA San Diego, Geropsychology/Home-Based Primary Care Emphasis Area

Gero/Neuropsychology

University of California, San Francisco
VA Greater Los Angeles Healthcare System, West Los Angeles

Health Psychology/Behavioral Health

Long Beach VA, Hepatitis C/Human Immunodeficiency Virus (HCV/HIV)
Medical University of South Carolina Consortium
San Francisco VA Medical Center
VA Greater Los Angeles Healthcare System, West Los Angeles
Health Psychology-Integrated Care
Interprofessional Integrative Health

Neuropsychology

San Francisco VA Medical Center

Polytrauma Neuropsychology

VA Greater Los Angeles Healthcare System, West Los Angeles

PTSD/Trauma/Anxiety Disorders

VA Long Beach Healthcare System
VA Greater Los Angeles Healthcare System, West Los Angeles
VA San Diego Healthcare System

Rehabilitation Psychology

Palo Alto VA Health Care System

Research

UCLA Department of Psychology

UCLA Semel Institute for Neuroscience and Human Behavior

University of Colorado Medical Center

University of Pennsylvania

VA Greater Los Angeles Healthcare System

Geriatric Research Education and Clinical Center (GRECC)

Mental Illness Research, Education and Clinical Center (MIRECC)

Severe Mental Illness

VA Long Beach Healthcare System

Academic Positions

Haverford College

Employment

VA Greater Los Angeles Healthcare System, West Los Angeles

West Los Angeles VA Clinical Postdoctoral Fellowship Program

The West Los Angeles VA Healthcare Center offers postdoctoral fellowship training in Clinical Psychology in five emphasis areas:

1. Geropsychology/Neuropsychology
2. Health Psychology
3. Interprofessional Integrative Health (2 positions)
4. Polytrauma Psychology
5. Trauma Psychology

The Geropsychology/Neuropsychology and Polytrauma Psychology fellowships are 2-year positions; our next recruitment is for the 2016-2017 training year. All other positions have one-year terms.

Applicants should have completed an APA-accredited internship program and APA-accredited doctoral program in clinical or counseling psychology. The postdoctoral fellowship at the West Los Angeles VA Healthcare Center is not currently accredited by the Commission on Accreditation of the American Psychological Association. An application for APA accreditation is in process.

Our selection criteria focus on background training and experience and the ability of the applicant to articulate training goals and professional aspirations that we feel are consistent with the VA mission. We seek the best fit between applicants and our training program. Please refer to our Fellowship brochure for complete information.

Local Information

The West Los Angeles VA Healthcare Center is located in one of the most culturally diverse cities in the nation. We are located approximately one mile west of the UCLA campus and five miles east of the Santa Monica beaches. Neighboring communities include Brentwood, Westwood and Santa Monica.

Los Angeles has much to offer in the way of arts and culture (The Getty Center, the Los Angeles County Museum of Art, Museum of Contemporary Art, the Los Angeles Philharmonic, the Hollywood Bowl, the Los Angeles Opera, to name a few), sports (Los Angeles Kings, Lakers, Sparks, Clippers, Dodgers, Angels), restaurants, nightlife, and entertainment (film, music, theater). The Southern California weather allows for year-round outdoor sports and recreation, including hiking, surfing, sailing, and bicycling, as well as skiing and snowboarding in the winter and spring.

To find out more about events and attractions in the greater Los Angeles area, go to:

<http://www.discoverlosangeles.com/>